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AUTHOR Hazlett, Shirley Holder
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ABSTRACT

The Growing Up Healthy Program was developed in the San Francisco Unified School District during the 1976-1977 school year, and by 1983, the year of this publication, was being used in more than 200 California school districts. Program goals are to encourage kindergarten children to develop good health habits; to improve compliance with legal requirements regarding children's physical examinations; and to assist parents and teachers in helping children integrate health habits into their lives. The guide is divided into nine lesson units that address student behavioral objectives relating to: (1) physical examinations; (2) cleanliness; (3) dental health; (4) nutrition; (5) safety; (6) foot health; (7) movement and relaxation; (8) environmental health; and (9) mental health. Each lesson unit is divided into pre-activity, activity, and enrichment activity sections; the pre-activity and enrichment sections offer a variety of learning experiences, and the activity section combines several learning experiences and offers suggestions for a half-hour lesson. Appendixes include: (1) informational letters printed in Chinese, English, Spanish, Tagalog, and Vietnamese that are designed to enhance each lesson; (2) an allergy questionnaire, also in the same five languages; (3) a song about medical checkups; (4) sets of pictures to accompany lesson units 1 and 3; and (5) a list of supplementary resource materials. (BC)

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HEALTH EDUCATION CURRICULUM GUIDE FOR KINDERGARTEN
DEVELOPED IN THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT

FOURTH EDITION

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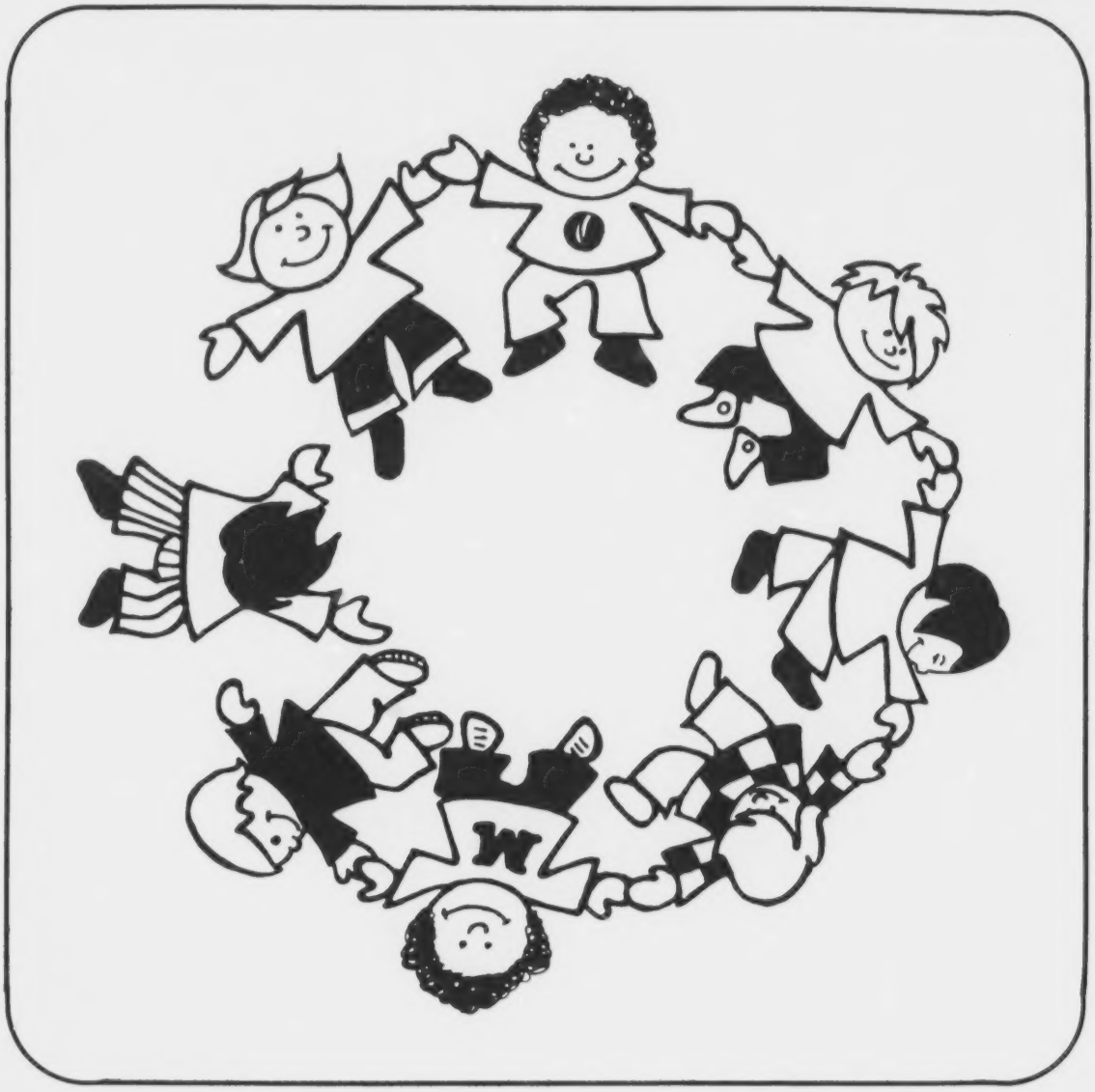
Growing Up Healthy

SHIRLEY HOLDER HAZLETT



HEALTH EDUCATION CURRICULUM GUIDE FOR KINDERGARTEN
A ZELLERBACH FAMILY FUND PROJECT

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Inquiries regarding *Growing Up Healthy* should be sent to:

Shirley Holder Hazlett
School Health Program
California State Dept. of Education
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814

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Introduction

The Growing Up Healthy program was developed in the San Francisco Unified School District during the 1976-1977 school year. The original program primarily addressed the importance of the physical examination requirements as outlined by the Child Health Disability Prevention Program. Funded by a grant from the Zellerbach Family Fund, and incorporating concepts contained in the *Health Instruction Framework for California Public Schools*, Growing Up Healthy has since then been expanded to a nine-unit comprehensive health education program for kindergarten students and their families.

Originally used by more than 100 of San Francisco's kindergarten teachers, the program is currently used in kindergartens in more than 200 California school districts.

School district personnel and classroom teachers enthusiastically support the Growing Up Healthy program for these reasons:

1. Teachers can learn to use the program after participating in a short inservice session. The 2½ to 3 hour inservice can be offered during the morning or afternoon of the school day. Kindergarten teachers are free to attend the inservice during the non-teaching preparatory portion of their school day.

2. Guidelines and procedures for conducting the inservice are available in the form of an inexpensive Workshop Leader Kit.*

3. The materials required to teach Growing Up Health include:
   - the curriculum guide, *Growing Up Healthy*;
   - a cassette recording (in English as well as Spanish) of the song, "Check-Ups"; and,
   - a filmstrip/cassette (also in English and Spanish) entitled "Ducks Get Check-Ups Too."** These items are inexpensive, non-consumable, and may be reproduced by school districts. Additional supplementary materials (listed in the back of this guide) are limited in number and low in cost.

4. The year-long program can be taught at a pace that is comfortable and flexible for the individual classroom teacher and school system. Most teachers elect to teach one unit each month, for a total of nine months.

5. Mastery of the basic subjects is enhanced and reinforced through use of this program. Language arts, reading and math readiness activities serve as an avenue for teaching the health lessons offered in this multidisciplinary program.

6. Teachers of bilingual classes have found the program suitable to their students' needs. Parent letters are available in English, Spanish, Chinese, Tagalog, and Vietnamese. Each unit offers a health word in these five languages. Activities in each unit enhance the development of oral language skills.

*To purchase the Workshop Leader Kit, contact project staff at the address listed at the front of this guide.
**To purchase these items, contact project staff at the address listed at the front of this guide.

INTRODUCTION (cont.)

7. The program is easily expanded and adapted to the needs of individual students.
8. A variety of teaching styles and methods can be used to present the program to students.
9. Continually revised and updated, the program reflects current concepts in health.
10. Concepts identified in the *Health Instruction Framework for California Public Schools* are addressed in this program.
11. Students receive an enjoyable introduction to health education. This kindergarten program serves as a foundation for health education programs in subsequent grades.
12. Responses from students, teachers, and health specialists who use the program are continuously incorporated into the program.

Acknowledgements

Members of the Dissemination Advisory Committee have suggested strategies for providing individuals throughout California with inservice and Growing Up Healthy curriculum materials. The Committee members represent the perspective of various professions and include:

Ed Nathan, Executive Director, Zellerbach Family Fund
Geoff Link, Executive Director, San Francisco Study Center/Community Graphics
Shirley Holder Hazlett (staff), Project Director, Growing Up Healthy
Patricia J. Hill, Consultant, Health Education, California State Department of Education
Kathleen Middleton, Director, Health Curriculum Projects, National Center for Health Education

Many committee members have worked with Growing Up Healthy since it was first developed.

In addition, support services are provided by several agencies. Grateful appreciation is extended to the School Health Program of the California State Department of Education for providing office facilities and consultation; to the San Francisco Study Center/Community Graphics for providing media and audio-visual assistance; to Helen Brown,Coordinator, School Health, Orange County Office of Education for providing Vietnamese translations for this guide; and to the San Francisco Education Fund for serving as fiscal agent to the project.

Contributions of many were incorporated into the development of Growing Up Healthy during the 1976 through 1978 school years. Individuals from the San Francisco Unified School District, San Francisco's Child Health Disability Prevention Program, and San Francisco's community provided direction for the development of the program. Below are some of the many individuals who contributed to the early development of this comprehensive kindergarten health education program.

COMMUNITY ADVISORY COMMITTEE

BONNIE BARNETT
JOYCE BROWN
CHARMAINE BUSH
JENNIFER CHIN
TERESITA CORTEZA
MARIA DE CARLI
PAT DIRIDONI
LEONARD FLYNN
ANNA FOUDY
DR. MARTIN GERSHMAN
ELAINE GRADY
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EUGENIA WAECHTER
FANNY WASSON
MARILYN WHITCHER
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MILLICENT YOUNG

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SAN FRANCISCO SCHOOLS WHICH PILOTED THE CURRICULUM

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SPRING VALLEY
JOHN SWETT

STAFF AT SCHOOLS THAT PILOTED THE CURRICULUM

PRINCIPALS

LONNIE CHIN
BETTY ANNE DILG
CARMEL DIMOND
JOHN DOUGHERTY
MICHAEL HOLLWAY
GERSON ROSENBERG
LOIS SIMS
ALLEN SMITH

TEACHERS

EMMA ANDERSON
ELIZABETH BOSWELL
MARILYN BURDETTE
BARBARA CAVANAUGH
SALLY CHAPMAN
BARBARA COHEN
JOAN COOGAN
ANN DEVINE
SHIRLEY DIMAPILIS
LORRAINE DOUGHERTY
HELEN FRIEL
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ANDY POINTER
DORIS PROSSER
JOAN STACK
GLORIA WALTER
MARIE WELLMAN
PAT WINN-EVANS

Goals

1. To encourage kindergarten children to take an active role in developing and practicing good health habits.

2. To improve compliance with Assembly Bills 2068 and 4284 which require children to have a physical examination prior to the third month of first grade.

3. To assist parents and teachers in helping children make positive health habits an integral part of their daily lives.

STUDENT BEHAVIORAL OBJECTIVES

1. The Physical Examination
   The student identifies medical instruments used in the administration on a physical examination.

2. Cleanliness
   The student describes ways to keep hair, nails, and skin clean.

3. Dental Health
   The student identifies dental health practices that protect the health of teeth and gums.

4. Nutrition
   The student differentiates between nutritious and non-nutritious foods.

5. Safety
   The student describes ways to avoid accidents in hazardous situations.

GOALS (cont.)

6 Foot Health
The student identifies ways to maintain foot health.

7 Movement and Relaxation
The student identifies physical activities that reduce stress and promote health.

8 Environmental Health
The student identifies ways to keep the environment safe and clean.

9 Mental Health
The student describes personal feelings about receiving a physical examination.

Content

CURRICULUM

The "Growing Up Healthy" curriculum is organized into nine lesson units. The topics of these units are:

1. The Physical Examination
2. Cleanliness
3. Dental Health
4. Nutrition
5. Safety
6. Foot Health
7. Movement and Relaxation
8. Environmental Health
9. Mental Health

LESSON UNITS

Each lesson unit is divided into three major sections: Pre-Activity, Activity and Enrichment Activities. The Pre-Activity and Enrichment Activity sections offer a variety of individual learning experiences. The Activity section combines several learning experiences and offers suggestions for presentation of a half-hour lesson.

APPENDICES

Appendix A is comprised of informational letters, printed in Chinese, English, Spanish, Tagalog and Vietnamese, that are designed to enhance each lesson. In order for each lesson to be most effective, these letters must be reproduced and distributed to parents.

Appendix B is a allergy questionnaire which is printed in Chinese, English, Spanish, Vietnamese, and Tagalog, the principal language of the Philippines.

Appendix C is a song, "Check-up," that can be used throughout the curriculum. A cassette teaching tape of this song in English or Spanish is available from project staff.

Appendix D contains pictures that can be used with lesson three.

Appendix F offers a list of sources of supplemental materials that can be used in the lessons.

HOW TO USE THE

Curriculum Guide

LESSON UNITS

TIME

This guide contains a one-year curriculum in health. As each lesson unit contains about two hours of classroom activities, it can be presented in a period of about one month.

SEQUENCE

Each lesson unit is most effective if presented in the order that it is found in the guide. Within each lesson unit, the Pre-Activity section should be presented first, the Activity section second, and the Enrichment section third. However, the individual learning experiences within the Pre-Activity and Enrichment sections may be presented in any sequence that is appropriate for an individual class.

MODIFICATIONS

Each lesson unit may be modified in terms of content to meet the needs of the students.

Although the Activity section combines several learning experiences and offers suggestions for presentation of a half-hour lesson, teachers can feel free to modify the presentation of the Activity section to suit their individual teaching style and the needs of their classes. For example, teachers may wish to teach portions of each lesson unit to individual students, to small groups of students in interest centers, or to the total class.

APPENDICES

PARENT BROCHURES

Appendix A contains ten brochures that should be duplicated and distributed to parents and/or guardians. The first brochure should be sent home prior to the first lesson. Each of the remaining brochures should be sent home the day the Activity Section of the corresponding lesson unit is presented. For lesson 3, the brochures on pages 61/62 and 63 should be sent home. (***Note:*** The phone number of your local Child Health Disability Prevention Program should be inserted below the phrase, Child Health Disability Prevention, on brochures 2 through 7.)

ALLERGY QUESTIONNAIRE

Appendix B contains an allergy questionnaire that should be sent home and *returned* to school prior to the nutrition unit.

"CHECK-UP"

Appendix C contains the words and music to "Check-up" by Malvina Reynolds. This song can be learned by the children and sung throughout the lessons. A Spanish version also is included.

MATERIALS

Appendix D lists supplemental materials that can be obtained to augment the lesson units.

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

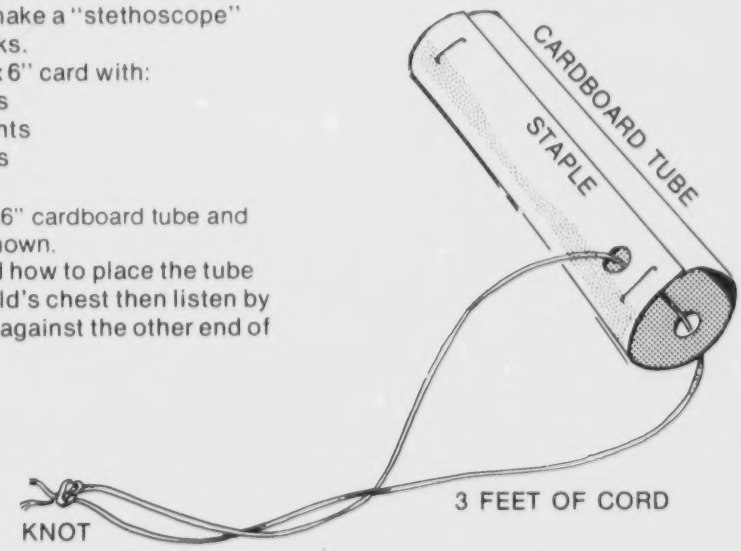
The student identifies medical instruments used in the administration of a physical examination.

Pre-Activities

1. CHECK-UP SONG
   A. Assist the children in learning the song, "Check-Up." (Appendiz C). This song should be used throughout the school year. (This song can be learned in English or Spanish.)

2. STETHOSCOPE EXPLORATION
   A. Discuss the purpose of a stethoscope. (It is a tool that helps you hear another person's heart beat.)
   B. Let each child place the stethoscope against another child's chest and listen, then describe what he/she hears.
   C. The child being examined runs, skips, or jumps, then is re-checked by the child using the stethoscope.
   D. Ask the examiner to describe what he/she hears.
   E. Ask the child being examined how it feels to be examined with a stethoscope.

3. MAKE A STETHOSCOPE
   A. Children can make a "stethoscope" that really works.
   B. Decorate a 4"x6" card with:
      (1) watercolors
      (2) sponge prints
      (3) felt tip pens
      (4) crayons
   C. Assemble a 4"x6" cardboard tube and a 3' cord as shown.
   D. Show the child how to place the tube on another child's chest then listen by placing an ear against the other end of the tube.



Activity

PREPARATION/MATERIALS

1. Medical tools (placed inside box): bar of soap, tongue depressor, cotton ball, stethoscope, thermometer.

   Optional additional tools: blood pressure cuff and rubber mallet (may be borrowed from a physician or nurse).

2. Large cardboard box—"gift wrapped"

*3. Study print, The Doctor, or picture of a child receiving a physical examination.

DESCRIPTION OF ACTIVITY

In this activity, a large box containing an assortment of medical tools is brought into class. Through group discussion, the children try to guess what is in the mystery box. Slowly, the contents of the box are disclosed. The names and uses of the tools are discussed.

ACTIVITY

1. Ask children: What do you think is in this box?
   A. Give "clues" as necessary. Help children be successful.
   B. Encourage language development by having the children ask questions to discover what the box contains.
   C. Invite selected children to feel the items within the mystery box and describe or identify the medical instruments. No peeking permitted!

2. Slowly disclose the contents. With the children's assistance, discuss the name and use of each tool.
   A. As each item is identified, remove it from the box. Then ask: Who uses this type of tool? (doctor, nurse)
   B. Invite the children to contribute information about how each tool helps them stay healthy.

3. Divide the class into several small groups of children and one adult.
   A. Each group learns to use selected medical tools that were in the box.
   B. Give each child the opportunity to name, hold and use various tools.
   C. Emphasize that these tools which are used during a check-up should be carefully handled.

4. Return to a total group and summarize the lesson.
   A. Return each item to the box, then ask:
      (1) What is the name of this tool?
      (2) Who uses these tools?
      (3) When are they used? (during a check-up)

*Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures and Songs for Young Children*, Palo Alto, Scott Foresman Co., 1970.

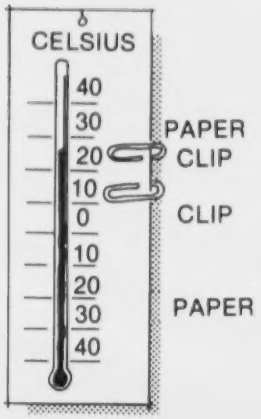
ACTIVITY (cont.)

B. Display study print, The Doctor, or a picture of a child receiving a physical examination, then discuss:
   (1) What is happening in this picture? (Girl is getting a check-up.)
   (2) Who is the man; what is he doing? (Doctor or nurse giving a check-up.)
   (3) How do you think the girl feels?
   (4) Why is it important for the girl to be wearing just her underclothing?
   (5) Who has had a check-up?
   (6) What was it like? (Discuss feelings.)
   (7) Who should get a check-up? (Everyone.)
C. Ask the children to tell their parent/guardian about this lesson.

Enrichment Activities

1. TOOLS IN A DOCTOR'S BAG
   A. First show a picture of a tool, then ask the child or group of children to say the name of each tool. (Appendix D)
   B. Ask: What is the first letter that you hear? Repeat activity using the names of other tools. This activity can be done with children who are able to hear and identify initial consonant sounds.
   C. Each child cuts out a copy of each "tool" picture and glues it to a piece of black paper cut in the shape of a doctor's bag.

2. THERMOMETER ACTIVITY
   Materials: pan of cold water, pan of warm water, thermometer, paper clip.
   A. The child puts the base of the thermometer in a pan of cold water then marks the height of the fluid by attaching a paper clip. Discuss: What happened?
   B. The child then puts the same thermometer in a pan of warm water and again attaches a paper clip to indicate the height of the fluid. Again, discuss: What happened?



3. BOOK ABOUT GETTING A CHECK-UP
   A. Read *My Doctor*, then discuss:
      (1) Has anyone had a check-up like the boy in the book?
      (2) What was it like? How did you feel?
      (Some responses might be that a child felt cold, scared, or glad to know he?she is healthy.) Validate the various responses by stating that it's OK for different people to have different feelings during a check-up.
      (3) What tools did the doctor or nurse use? (Review the tools.)
      (4) Who can give a check-up?(Discuss the fact that men and women who are nurses or doctors give check-ups.)

4. SCHOOL NURSE VISIT
   Invite the school nurse to visit the classroom and meet the children.

5. DOCTOR'S OFFICE DRAMATIC PLAY
   Create a doctor's office in the classroom.

6. HEALTH WORD
   Children may learn this lesson's health word, "heart," in five languages. You may simplify this activity by having children learn this lesson's health word in two languages.

Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
tim	·ِ·ُ	heart	corazon	puso
(team)	(sŭm)		(kō-rŏ-sōn)	(poo-só)

*Rockwell, Harlow, *My Doctor*, New York, Macmillan Publishing Co., Inc., 1973.

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student describes ways to keep hair, nails, and skin clean.

Pre-Activities

1. BODY APPRECIATION
   A. Show pictures of people of all ages and races, then discuss:
      (1) Every person has his/her own special body; almost every body is born healthy.
      (2) It is important to take care of your body and help it stay healthy.
      (3) Ways we can care for our bodies—getting check-ups, eating good food, washing and bathing, sleeping, etc.

2. BODY AWARENESS
   A. The purpose of this activity is to develop an awareness of various body parts.
   B. Do the "Hokey Pokey" using various body parts: forehead, eyes, cheeks, nose, wrist, chest, thighs, navel, stomach, knees, ankles, etc.

"Hokey Pokey"

You put your head in,
You put your head out,
You put your head in,
And you shake it all about.
Then you do the Hokey Pokey
And you turn yourself around
That's what it's all about!

3. IMPORTANCE OF BATHING
   *A. Read *I Hate to Take a Bath Because*, then:
      (1) Invite children to tell how they feel about bathing, showering.
      (2) Discuss how often you should bathe or shower (about once a day) and wash those parts more often that get dirty—i.e. hands.
      (3) Discuss how often you should shampoo or wash your hair. (At least once a week, or more often if dirty or sweaty.)
      (4) Discuss what may happen if you do not keep clean. (Your skin itches; you get sores that heal very slowly; you may get lice in your hair which are hard to get rid of; your body may have an odor that many people do not like.)
      (5) Discuss the importance of conserving water by not letting it "run".

*Barrett, Judi, *I Hate to Take a Bath Because*, New York, Four Winds Press, 1975.

PRE-ACTIVITIES (cont.)

(6) Discuss the importance of washing and changing after you wet the bed or have an "accident".
(7) Discuss the importance of washing your hands after using the toilet.

4. BATHING PANTOMIME
   A. Read the poem, "After a Bath".
   B. Children may pantomime the action in the poem.
   C. Discuss:
      (1) The importance of drying well everywhere.
      (2) Ways in which animals keep themselves clean.

"After a Bath"

by AILEEN FISHER

After my bath
I try, try, try
to wipe myself
till I'm dry, dry, dry.

Hands to wipe
and fingers and toes
and two wet legs
and a shiny nose.

Just think how much
less time I'd take
if I were a dog
and I could shake, shake, shake.

5. BODY TRACING
   A. Trace each child's body on a large piece of paper, then label body parts.
      (1) To conserve paper, you may trace each child's body on several pieces of used newspaper that have been stapled or glued together.
   B. Each child may paint the tracing.

Activity

PREPARATION/MATERIALS

1. Basins with warm water
2. Washcloths
3. Towels
4. Loofas
5. Fingernail brush
6. * Study print, Washing Hands or picture of a child washing his/her hands
7. Soap

DESCRIPTION OF ACTIVITY

The class first views the study print, then discusses the purpose and procedure of proper washing. In small groups, they examine and wash their hands. Water conservation and proper washing techniques are emphasized. Children receive a small bar of soap to take home and use. (The teacher may distribute the soap at an appropriate time.)

ACTIVITY

1. Show the study print. Washing Hands, or a picture of a child washing his/her hands, then discuss:
   A. What is the boy doing? (Washing his hands.)
   B. When do we need to wash our hands? (Before and after eating, after using the toilet, and when they get dirty.)

2. Show and discuss how we use "tools" (soap, water, loofa, fingernail brush, wash cloth, towel) to keep our bodies clean.

3. The class breaks into small groups, each assisted by an adult.
   A. Children examine their hands to note how they look, feel, smell.
   B. The children use the "tools" to wash their hands.
      (1) Emphasize and practice conservation of water.
      (2) Emphasize and practice effective washing and drying.

4. Return to total group; ask children to:
   A. Re-examine their hands, noting how they feel, look, smell.
   B. Discuss how and when we should wash our hands.

5. Tell the children they will each receive a bar of soap to take home and ask them to share what they have learned in this lesson with their parent/guardian.

*Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures and Songs for Young Children*, Palo Alto, Scott Foresman & Co., 1970.

Enrichment Activities

1. HAND WASHING TIME
   A. Provide a regular, special time for washing hands before and after eating at school.
   B. Emphasize importance of washing before and after meals at home also.

2. WASHING PANTOMIME
   A. Children can pantomime washing, bathing, or showering while reciting "Naughty Soap Song", by Dorothy Aldis.

"Naughty Soap Song"

by DOROTHY ALDIS

Just when I'm ready to
Start on my ears,
That is the time that my
Soap disappears.

It jumps from my fingers and
Slithers and slides
Down to the end of the
Tub, where it hides.

And acts in a most disobedient way
AND THAT'S WHY MY SOAP'S
GROWING
THINNER EACH DAY.

3. ANIMAL CLEANLINESS
   A. Discuss the fact that all living animals need to keep clean.
   B. The children may observe how animals in the classroom (and at home) keep clean.

4. FINGER PAINTING
   A. Children may do a finger painting (of their favorite part of bathing, perhaps) then wash up using proper techniques.
   B. Discuss: It is OK to get your body dirty while you are doing some things. You just need to wash when you finish.

5. CLAY SOAP DISH
   A. Children may make a small glazed clay soap dish.

ENRICHMENT ACTIVITIES (cont.)

6. HAIR CARE
   A. Display pictures of various hairstyles, then discuss ways we care for our hair and keep it healthy. (washing, combing, or brushing it; having someone cut or trim it)
   B. Stress the importance of using only your own comb and brush. (Small bugs, lice, may live in someone's hair and can get in your hair if you use his or her comb or brush.)

7. HEALTH WORD

Children may learn this lesson's health word, "soap," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
xà bông (să-bōng)	梘 (gärn)	soap	jabon (hŏ-bōn)	sabon (so-bon)

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student identifies dental health practices that protect the health of teeth and gums.

NOTE: If the dental information contained in this unit differs from that of an on-going dental health program used with your students, modify the information in this unit to conform with that of the other dental health program.

1. TEETH COLLAGE
   A. Children cut out pictures of people smiling, and glue them on a piece of paper or cardboard.
   B. Discuss the fact that our smile is one of the first ways we show someone about ourselves.

2. CHILDREN LEARN HOW TEETH WORK
   A. Let each child bite into, then chew a piece of celery, carrot, or apple—noting which teeth do the work, then discuss:
      (1) Front teeth bite and back teeth chew.
      (2) All our teeth are important; they should be cared for so they stay healthy.

3. BRUSHING TEETH PANTOMIME
   A. Children may pantomime brushing to the poem, "See, I Can Do It".
   B. You may choose to emphasize that the children will *only pantomime* spitting.
   C. Discuss:
      (1) The importance of water conservation while brushing. (Faucet waters do *not* rush.)
      (2) Proper brushing technique.
      (3) Dry brushing (without toothpaste) works well to clean teeth. This can be done when toothpaste is not available.
      (4) Toothpaste which contains fluoride helps to clean teeth and prevent cavities (holes) in teeth.
      (5) If you *cannot* brush after eating, rinsing your mouth with water will help to clean your teeth.

"See, I Can Do It"

by DOROTHY ALDIS

See, I can do it all myself
With my own little brush!
The toothpaste foams inside my mouth
The faucet waters rush.

In and out and underneath
And round and round and round:
First I do my upstairs teeth
And then I do my down—
The part I like the best of it
Is at the end, though, when I spit.

PRE-ACTIVITIES (cont.)

*4. DISCUSSION: VISITING THE DENTIST

A. Display the study print The Dentist, or a picture of a child receiving a dental examination, then discuss:
   (1) What is the boy doing?
   (2) What are some things a dentist does?
   (3) Who has been to the dentist?
   (4) How did you feel about going to the dentist?
   (5) Who should go to the dentist? (Everyone should go at least once a year or when your dentist tells you to go.)
   (6) How can you help your teeth stay healthy? (Eat good food; care for teeth by brushing and flossing; go to the dentist.)
   (7) Sometimes another person in the dentist's office helps to clean and care for teeth. What is that person called? (Dental hygienist.)

*Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures and Songs for Young Children*, Palo Alto, Scott Foresman and Co., 1970.

Activity

PREPARATION/MATERIALS

1. Toothbrush for each child
2. Envelope labeled with each child's name
3. Dental floss for demonstration
4. Large model of tooth and toothbrush (optional)
5. Colored cord to "floss" large model tooth (optional)
6. Duplicate one copy of "Flossing Your Teeth," page 69, for each student.

DESCRIPTION OF ACTIVITY

The class discusses the importance of flossing and brushing, then receives a demonstration of proper flossing and brushing techniques. Each child practices brushing his/her teeth. Do *not* let children floss by themselves; kindergarten-age children may damage their gums because of their inability to control movement of the floss.

ACTIVITY

1. Discuss and demonstrate proper flossing techniques:
   A. Everyone's teeth should be flossed daily.
   B. Your mom or dad usually helps you floss your teeth until you are about seven.
   C. Select a volunteer, then demonstrate proper flossing technique.
   D. Ask where people can obtain dental floss. (Buy it at a market or drug store.)

2. Discuss and demonstrate proper brushing procedures:
   A. You should brush your teeth at least once a day, using your own soft toothbrush.
   B. Young children should brush up and down and in small circles.
   C. Brush the inside, outside, center of each tooth, and your tongue from base to tip.
   D. Discuss the fact that toothbrushes should not be shared.
   E. Does dry brushing help to keep your teeth clean? (Yes)
3. Divide the class into several small groups of children, each assisted by an adult.
   A. Each child may touch a piece of unused dental floss. Discuss the use of floss.
   B. Each child brushes his/her teeth and tongue, using proper technique.
      (1) Discuss the importance of using proper brushing technique and brushing all teeth every time you brush.
      (2) Discuss when we should brush our teeth. (After eating, if possible; at least once a day.)

4. Each child places his/her toothbrush in envelope labeled with name.

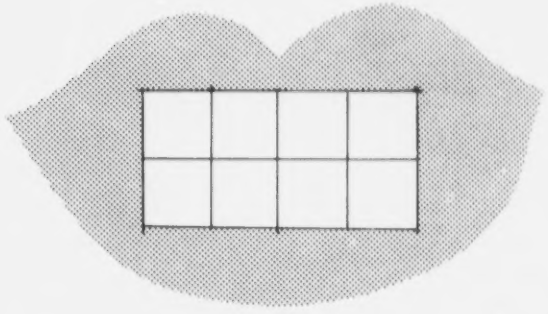
5. Briefly review the lesson; discussion may include:
   A. Everyone should brush and floss his or her teeth at least once a day.
   B. When cleaning teeth at home, we use toothpaste and water in addition to floss and toothbrush. Toothpaste containing fluoride helps to keep teeth clean.
   C. Moms or Dads can help young children floss their teeth until they are about seven.

6. Tell each child that he/she will be taking home the toothbrush used in the lesson and a copy of "Flossing Your Teeth."

Enrichment Activities

1. BOOK ABOUT THE DENTIST
   *A. Read *My Dentist*, then discuss:
      (1) Who goes to the dentist? (Everyone.)
      (2) Why? (To make sure your teeth are staying healthy.)
      (3) How can you keep your teeth healthy and have good dental check-ups? (By eating good food, cleaning your teeth properly, rinsing your mouth with water when you cannot brush after eating.)

2. "VANISHING" TEETH GRAPH
   A. Preparation:
      Cut out one pair of "lips" from red construction paper and a 2 cm. x 4 cm. rectangle from centimeter graph paper for each child.
   B. Activity:
      (1) Attach "teeth" to "lips" as shown.
      (2) Paste or glue each pair of lips to large piece of butcher paper.
      (3) Label each pair of lips with a child's name.
      (4) Child colors in corresponding paper "tooth" when he/she loses a tooth.



3. PLASTER MODEL OF TEETH
   Each child may make a plaster of Paris model of his/her upper front teeth.
   Note: It is best to try this activity at home first.
   A. Each child carefully presses a piece of non-toxic modeling clay around his/her front upper teeth.
   B. Help child carefully remove clay and place it in a paper cup, impression side up.
   C. Mix plaster of Paris and pour a small amount, enough to fill in the impression.
   D. When plaster has hardened, carefully remove and dispose of clay and paper cup.
   E. Each child has a plaster of Paris model of his/her upper teeth.
   F. Each child's "uppers" should be labeled with his/her name.

*Rockwell, Harlow, *My Dentist*, New York, Greenwillow Books, 1975.

ENRICHMENT ACTIVITIES (cont.)

4. REVIEW: DENTAL OFFICE PICTURES
   A. Review names of the items in a dentist's office: chair, mirror, drill and buffer. (See (Appendix E)
      (1) First show a picture of each item, then ask children to say the name of each of them.
      (2) Ask children to identify the first letter of each item. (This can be done with children who are able to hear initial consonant sounds.)

5. HEALTH WORD

   Children may learn this lesson's health word, "teeth," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
răng	牙	teeth	dientes	ngipin
(răng)	(nä)		(dē-ĕn-tās)	(nyĭ-pĭn)

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student differentiates between nutritious and non-nutritious foods.

Note: Appendix B contains an allergy questionnaire that should be sent home and *returned* to school prior to this lesson unit. This questionnaire will alert the teacher to any foods each child should *not* be eating at school.

Pre-Activities

1. NUTRITIOUS FOOD
   A. Collect an assortment of pictures of nutritious and non-nutritious foods such as cake, cookies, candy, soda pop, then discuss:
      (1) There are many types of food.
      (2) Nutritious foods keep us growing well—but others only fill us up for a little while and don't help us grow.
      (3) The foods that only fill us up without helping us grow are usually sweets and soda pop; we should eat very little of these.
      (4) It is important to eat food that does not merely taste sweet to your tongue, but is "nutritious"—helps you grow up healthy.
   B. Ask the children to identify and sort the food pictures into two groups:
      (1) Foods that are nutritious—keep us growing healthy.
      (2) Foods that only fill us up for a little while but don't help us grow.
   C. Discuss the importance of eating nutritious foods—they help us feel good, think better, have more energy to play and work.
   D. The children may make a collage of pictures of nutritious and non-nutritious foods.
      (1) Nutritious foods include foods from the food groups: fruits and vegetables, milk products, proteins, and breads and cereals
      (2) Non-nutritious foods include high sugar content foods.
2. NUTRITIOUS SNACK SURPRISE
   A. Select a variety of foods that are nutritious snacks.
   B. Put each item into a container such as box with a hole in it, or bag.
      (Nutritious snack ideas: banana, orange, peanuts in shells; raisins, vegetable sticks, or whole wheat bread should be wrapped in a baggie.)
      (1) Each child reaches in, feels the food, then describes the shape, size, texture, and attempts to identify it.
      (2) Disclose the contents, discuss their value as nutritious foods, snacks.
      (3) The children wash their hands, then sample the various foods.
   C. Ask the class to share ideas for other nutritious snacks. Emphasize that it is good to eat a *variety* of different foods.

PRE-ACTIVITIES (cont.)

3. GOOD SNACK FOOD HUNT
   A. The class or small groups of children take a field trip to a local grocery.
      (1) Ask the children to find the location of good nutritious snacks—milk, nuts, fruits.
   B. Discuss:
      (1) If you are buying yourself something to eat, buy nutritious instead of sugary foods.
      (2) If your mom or dad is getting you something to eat, ask for nutritious food.

4. FOOD AROUND THE WORLD
   A. Discuss the fact that people with different heritages may eat some foods that are native to their culture. Examples of foods include: tortillas, bean sprouts, pita bread, lumpia, and grits.
   B. Collect pictures of foods that are eaten by various cultures.

Activity

PREPARATION/MATERIALS

1. 1 orange for each 4 children
2. 1 paper cup for each child
3. Cut the oranges into quarters prior to this lesson
*4. Study print Learning About Foods or a collage of pictures showing children eating fruits and vegetables

DESCRIPTION OF ACTIVITY

The class observes and discusses a study print of children tasting various foods. Groups of children make and taste orange juice. The total group then discusses the process of making nutritious orange juice.

ACTIVITY

*1. Show study print Learning About Foods or a collage of pictures showing children eating fruits and vegetables, then discuss:
   A. What are these children doing? (Tasting foods.)
   B. What foods are they getting ready to taste? (Green pepper, tomato, banana, orange, apple, celery, grapefruit, carrot—fruits and vegetables.)
   C. Are these nutritious foods? (Yes.)
   D. We are going to taste one of these foods today. Can you guess which one? (An orange—give clues: round, fruit you peel, sections separate, orange color—orange.)

2. Divide the class into several small groups of children, each assisted by an adult.
   A. Children wash their hands—discuss the need for washing before eating.
   B. Tell the children they will be making orange juice. Ask: Does anyone know how?
   C. Give each child a quarter of an orange and a paper cup.
   D. Each child squeezes the juice from an orange into a cup.
   E. The child may drink the juice and eat the pulp remaining in the orange.
   F. Ask the children:
      (1) How does it taste? (Sweet, sour, bitter, tangy, cold, fresh, juicy.)
   G. Clean up; children wash their hands.

3. Return to total group and discuss:
   A. How do you make orange juice?
   B. How is orange juice sold in stores? (Frozen, in cans, presqueezed in bottles.)
   C. Is orange juice nutritious?
   D. Can you make orange juice at home?

*Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures and Songs for Young Children*, Palo Alto, Scott Foresman and Co., 1970.

Enrichment Activities

1. HEALTHY GROCERY
   Develop a grocery store stocked with empty containers of nutritious foods in the classroom.

2. SORT FOODS BY CLASS
   Give each child a food or picture of a food and ask him/her to sort it by class. Classes of foods: milk, meat, fruit, vegetable, bread, cereal, pasta, nuts, dried bean and pea.

3. MAKE PEANUT BUTTER
   Ingredients: 1 cup salted peanuts, 1/4 cup salad oil
   A. Blend oil and some peanuts in blender at low speed.
   B. Slowly add remaining peanuts; blend at high speed.
   C. Stop blender, scrape sides with rubber spatula as needed.
   D. Children should wash their hands, then spread peanut butter on celery sticks, apple slices, or whole wheat bread for tasting.
   E. Ideas for discussion:
      (1) Peanut butter is a good nutritious food.
      (2) Peanuts change in form but are still peanuts.
      (3) Black men brought peanuts from Africa to America.
      (4) The Indians in South America have used peanuts for a long time too.

4. MUNG BEAN SPROUTS
   A. Rinse out a 1-quart glass jar.
   B. Put 3-4 tablespoons mung beans in jar.
   C. Fill jar half full of water and let sit in dark, warm place overnight.
   D. The next morning put a piece of cheesecloth over the top of jar; hold in place with rubber band.
   E. Rinse beans well with fresh water; pour off water.
   F. Continue keeping jar in a dark place and rinsing with water morning and night. Keep beans moist but not soaking wet. Store jar on side.
   G. After 3 or 4 days the sprouts will be 1 to 1½ inches long. Rinse and eat! You may purchase mung beans for sprouting in a health food store.
   H. Ideas for discussion:
      (1) Sprouts are extremely nutritious.
      (2) Mung bean sprouts are used in Chinese cooking.

5. POT LUCK VEGETABLE SOUP
   A. Each child brings in one fresh vegetable that he/she washes, chops, and adds to a large pot filled with soup stock.
   B. Simmer the soup until vegetables are tender.
   C. Let each child sample this unique soup.

ENRICHMENT ACTIVITIES (cont.)

D. Ideas for discussion:
   (1) How does the soup taste?
   (2) Vegetables can be eaten raw or cooked.
   (3) Vegetables change in flavor when cooked.

6. WATCH LIMA BEANS GROW
   A. Soak lima beans overnight in water.
   B. Line and stuff a clear container (glass jar) with paper towel; wet the towel.
   C. Place soaked seed between paper and container.
   D. Put container in warm place; keep paper damp.
   E. In 3-5 days a small root, then a sprout, emerges.
   F. When the first leaves and more roots form, transplant to potting soil.
      Items for discussion: How did the seed grow?
      Lima beans can be cooked and eaten; they are nutritious.

7. HEALTH WORD
   Children may learn this lesson's health word, "orange," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
cam (kăm)	橙 (chaŭng)	orange	naranja (nŏ-rŏn-hŏ)	kahil (kä-hĭl)

Growing Up Healthy

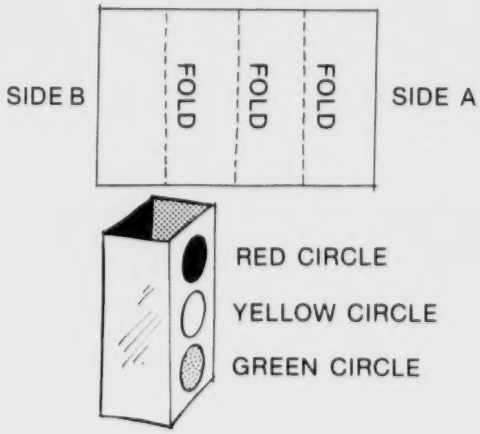
STUDENT BEHAVIORAL OBJECTIVE

The student describes ways to avoid accidents in hazardous situations.

Pre-Activities

1. HELPING YOURSELF WHEN LOST
   A. Ask the class to share:
      (1) Who has been lost? Where? How did you feel?
      (2) What did you do?
      (3) What would you do if you were lost in a store?
      (4) What would you do if you were lost outside?
   B. Role play:
      (1) Child lost in store seeks help from clerk.
      (2) Child lost on street finds policeman and states name, address, phone number.
   C. Have each child learn his/her name, address, phone number.

2. MODEL TRAFFIC LIGHT
   A. Individual children may:
      (1) Fold a 9" x 12" piece of black construction paper as shown.
      (2) Tape side A to side B to form a rectangular "box".
      (3) Cut out one red, yellow, and green circle about 2" in diameter.
      (4) Glue the circles to one side of the "box" to form a model of a traffic light.
   B. Ask children to discuss the meaning of each of the three colored lights.



3. TRAFFIC SAFETY FIELD TRIP
   A. Take a short walking field trip.
   B. Observe and obey traffic signs and signals; use crosswalks.
   C. Write a group experience story about the field trip.

PRE-ACTIVITIES (cont.)

4. STOP AND GO
   A. Read "Stop and Go", then discuss:
      (1) What does the red light tell you?
      (2) What does the green light tell you?
      (3) What signal color was not in the poem?
      (4) What other traffic sign tells you to stop? (stop sign)

"Stop and Go"

by MARY LOUISE ALLEN

The traffic lights we see ahead
Are sometimes green and sometimes red
Red on top, and green below
The red means STOP, the green means GO

Green below — GO — GO — GO!
Red on top — STOP — STOP — STOP!

Activity

PREPARATION/MATERIALS

*1. Poster: If You Catch Fire Drop and Roll

DESCRIPTION OF ACTIVITY

The total class discusses the fact that fire can be helpful or harmful; it must always be used carefully. The children discuss what they should do if they see an uncontrolled fire, or their clothing catches on fire. In small groups, children practice dropping and rolling. Students return to a total group and review the lesson.

ACTIVITY

1. In a total group, discuss:
   A. Fire can be a helpful tool—name ways it helps us.
   B. Fire can cause damage when uncontrolled, or used carelessly—name ways.
   C. Fire must always be used carefully.
   D. What should you do if you see an uncontrolled fire start? (Don't try to put it out—walk away and tell an adult.)
   E. What should you do if your clothes or hair catches on fire? (Don't run; instead drop to the ground, roll over and over, and yell, "Help!")
2. Display the drop and roll poster, give one child the opportunity to demonstrate this procedure.
3. In small groups:
   A. Give each child the opportunity to practice this drop and roll technique.
   B. Discuss the fact that dropping and rolling helps put out the fire.
   C. Emphasize that running causes the fire to spread over the body.
4. Return to a total group.
   A. Discuss what you should do if your clothing catches on fire, or you see a fire start.
   B. Emphasize that you should not run in the event of a fire. Discuss:
      (1) During fire drills, we practice walking away from the fire.
      (2) If you catch on fire, drop and roll.
   C. Show children the poster and tell them that they may keep it in their classroom.

*Available from National Fire Protection Association, 470 Atlantic Ave., Boston, MA 02210.

Enrichment Activities

1. CROSSING STREET PANTOMIME
   *A. Children may sing and pantomime the actions to the song, "I Stop, I Look, I Listen". NOTE: If record is not available, children may pantomime stopping, looking, and listening.
   B. Children may discuss proper procedures for crossing the street safely.

2. FOOD AND NON-FOOD IDENTIFICATION
   Discuss:
   A. Children should only eat food that their parent/guardian or an adult known by the family gives them.
   B. Children should only take medicine when their parent/guardian gives it to them.
   C. Children should never accept anything given to them by a stranger. (Emphasize food, medicine, pills, etc.)
   D. Only food, or medicine prescribed for *you*, should be put in your mouth: not pencils, crayons, cigarettes, pills or medicine you find, strange liquids or powders.

3. FOOD AND NON-FOOD CUT AND SORT
   A. Each child cuts an assortment of food and non-food pictures from magazines.
   B. Food pictures are glued to a paper plate labeled "food".
   C. Non-food pictures are glued to a piece of construction paper labeled, "not food".

4. UNKNOWN SUBSTANCES
   A. Show the class two unknown but similar looking substances in clear, unmarked containers. (powered milk and laundry soap; water and white vinegar)
   B. Discuss:
      (1) One substance is a food, one not.
      (2) It is difficult to determine which is which by appearance.
      (3) It could be harmful to eat, taste, or smell an unknown substance.
      (4) If you find something that might be food, don't eat, taste or smell it to find out.

5. FIRE SAFETY
   A. Show some pictures of fire. Emphasize *use*, i.e. stoves, heaters, fireplaces, versus harm, i.e. home fires, forest fires.
   B. Discuss:
      (1) Fire can help us when used carefully.
      (2) Fire can cause damage when used carelessly or when it is uncontrolled.
   C. Discuss, then role play:
      (1) What should you do if you see an uncontrolled fire start? (Don't try to put it out; leave and tell an adult.)
      (2) What should you do if you find matches? (Don't light them; give them to an adult.)
      (3) What should you do if your clothes or hair catch on fire? (Don't run; instead drop to the ground, roll over, and yell, "Help!")

*Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures & Songs for Young Children*, Palo Alto, Scott Foresman & Co., 1970.

ENRICHMENT ACTIVITIES (cont.)

6. REVIEW: PRACTICING SAFETY
   A. Discuss:
      (1) Importance of knowing how to take care of yourself by avoiding hazardous situations.
      (2) Importance of not taking a dare to do something dangerous. (Strike a match; run across the street when the light is red.)
   B. Ask the children to share and demonstrate how to:
      (1) Cross the street
      (2) Help yourself when lost
      (3) React if your clothing catches on fire
      (4) Say "no" to a dare

7. HEALTH WORD
   Children may learn this lesson's health word, "safe," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
an toàn	安全	safe	seguro	ligtas
(an-tōa̤n)	(ŏn-churn)		(sā-goo-rō)	(lĭg-tŏs)

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student identifies ways to maintain foot health.

Pre-Activities

1. BODY PARTS IDENTIFICATION
   A. Children may touch body parts as poem is recited.

"I'll Touch"

I'll touch my cheeks, my chin, my chair
I'll touch my head, my heels, my hair
I'll touch my knees, my ankles, my nose,
Then I'll stretch way up, and bend way
down and touch my toes!

   B. Discuss:
      (1) Names of parts of the feet (Toes, heel, arch.)
      (2) Why your feet are an important part of your body (You walk, run, jump, hop, ride a tricycle with them.)

2. SHOES AND SOCKS COLLAGE
   A. Make a collage of various types of shoes and socks; discuss variety.
   B. Discuss that shoes and socks help keep feet healthy when:
      (1) Shoes and socks fit right—not too big or too small
      (2) Socks are clean
      (3) Footwear that is worn suits the weather
      (4) Shoes are not traded with friends

3. FOOT MOVEMENT EXPLORATION
   A. Discuss that our feet help us move in many ways.
   B. Direct children to do the following movement exercises:
      (1) Bounce up and down on both feet (Bounce high, low, noisily, softly.)
      (2) Stand on your right foot, count to 5
      Stand on your left foot, count to 5
      (repeat with eyes closed)
      (3) Jump forward, land on both feet
      (repeat jumping backwards, sideways)

PRE-ACTIVITIES (cont.)

(4) Hop on right foot 3 times
Hop on left foot 3 times
(repeat hopping forward, backward or sideways)

Activity

PREPARATION/MATERIALS

1. Baking soda—one teaspoon per cup of water for each group of children
2. Water
3. Paper cups—one per group
4. Cotton balls—one per child
5. Golden rod mimeo paper—one per child
6. Pencils—one per child
7. Print of a foot (Note: This print should be made prior to the activity and used as an example.)

DESCRIPTION OF ACTIVITY

Each child applies a baking soda/water solution to the bottom of his/her foot, then steps on golden rod paper for 15 seconds. A red footprint is formed on the paper.

ACTIVITY

1. Tell the children they will each be making a print of their foot—show example.
2. Divide children into small groups, each assisted by an adult.
   A. Distribute a piece of golden rod paper to each child and direct him/her to print name.
   B. Ask each child to remove one shoe and sock.
   C. Give each child a cotton ball.
   D. Ask children to dip cotton ball in solution once then "paint" the bottom of one foot.
   E. Each child stands on golden rod paper and counts to 15 slowly—remove foot, pink imprint remains.
   F. Imprint becomes darker as the paper dries.
3. Return to total group and discuss:
   A. Each child will take footprint home.
   B. How did it feel to make a footprint?

Enrichment Activities

1. ANIMAL MOVEMENT
   A. Discuss that animals have different types of feet that help them move.
   B. Ask children to identify animals with no feet.
   C. Ask children to share observations of animals, their feet and how they move.
   D. Children may move like various type of animals such as caterpillars, worms, horses, bears, or others.

2. OBSERVING MOVEMENT OF BUGS
   A. Children may use a magnifying glass to observe how bugs use their special feet to move.
   B. Each child draws a picture of, or shares what he/she sees.

3. WALKING WITH FEELING
   A. Discuss the fact that your walk can show how you feel.
   B. Ask children to walk as if they are happy, sad, angry, or in a parade.

4. HEALTH WORD
   Children may learn this lesson's health word, "feet," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	Chinese	English	Spanish	Tagalog
chan (chŭn)	腳 (girh)	feet	pies (pē-ās)	paa (pah-ah)

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student identifies physical activities that reduce stress and promote health.

Pre-Activities

Note: Movement and relaxation activities can be used to reduce stress and anxiety. In general, the pre-activity section offers relaxation activities and the Activity, Enrichment Activity section offers movement activities. The activities can be used throughout the year.

1. IMPORTANCE OF SLEEP AND RELAXATION
   - *A Show the class the study print Sleep or a picture of a sleeping child in bed.
   - B. Discuss:
     - (1) What is the boy doing?
     - (2) What time do you think he went to bed?
     - (3) If he went to bed on time, how will he feel when he wakes up? How would you feel?
     - (4) If he went to bed late, how will he feel when he gets up? How would you feel?
     - (5) How does your body tell you that you are tired and should rest?
     - (6) How can you rest, if you feel tired during the day? (Take a nap, do a quiet activity, relax your body.)
     - (7) It is good to rest or sleep when you are tired.

2. SLEEPING
   - A. Read "Going to Sleep".

"Going to Sleep"

by DOROTHY OLDIS

The safest feeling
In the world
Is to be lying
Warm and curled
In bed while in
The room next door
They talk; and then
Don't any more . . .

   - B. Discuss:
     - (1) How does it feel to be warm in bed?
     - (2) Going to bed on time and sleeping enough gives you energy to move, work, and play the next day.

*Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures and Songs for Young Children*, Palo Alto, Scott Foresman and Co., 1970.

PRE-ACTIVITIES (cont.)

(3) If you feel tired during the day, you can take a nap, or do relaxation exercises that we will be learning.

3. LEARNING TO RELAX
   A. Show the children a limp rag doll.
   B. Shake it gently and ask the children to describe its appearance. Call attention to how its head, legs and arms hang loosely.
   C. Ask the children to gently shake their hands and arms and then let them hang limp.
   D. Repeat with heads and bodies.
   E. Play a recording of slow, quiet music. Ask the children to move around the room as though they are rag dolls.
   F. Have the children lie down. Go around to each one, lift his or her arms and let them drop gently saying: "Feel like a rag doll. Make your arms and legs heavy and floppy."
   G. Discuss: If your body is tired and feels tight, tense, you can make it feel relaxed by making it feel like a rag doll.

4. BREATHING AWARENESS
   A. Tell the children that this activity will help them become aware of their breathing.
   B. Ask the children to sit quietly in a comfortable, relaxed position. (They can help their bodies sit in a relaxed position by pretending to be rag dolls once again.)
   C. Ask the children to breathe in, then out slowly in response to your verbal cue. (Cue: Say "Breathe in . . breathe out . . . ." Repeat several times.)
   D. Direct the children to imagine the air filling their lungs as they breathe in, leaving their lungs as they breathe out.
   E. Ask the children to:
      (1) Extend their arms in front of them as they breathe out.
      (2) Retract their arms as they breathe in.
   F. Variation
      (1) Ask the children to lie on the floor in a comfortable, relaxed position.)
      (2) Tell the children to:
         (a) Become aware of their breathing.
         (b) Curl up as they breathe out; extend their bodies as they inhale.
   G. Discuss:
      (1) Did extending and retracting your arms help make you aware of your breathing?
      (2) Breathing deeply, filling your entire lungs, helps you to relax. We will learn to breathe deeply.

PRE-ACTIVITIES (cont.)

5. DEEP BREATHING
   Note: After the children have become aware of their breathing, they can practice deep breathing, which is a relaxation technique.

   A. Ask the children to sit quietly in a relaxed, comfortable position.
   B. Tell the children that deep breathing is breathing that fills the entire lung; first the upper, then the lower and peripheral lung tissue is filled.
   C. Ask the children to place their hands on their abdomen and:
      (1) Feel it expand as they deeply inhale—breathe deeply.
      (2) Gently press in with their hands as they breathe out.
      (3) Repeat this breathing exercise several times.
   D. Discuss:
      (1) Deep breathing is a good way to relax.

6. WHISPER YOUR NAME
   A. Ask the children to sit in a quiet, comfortable position, close their eyes, and breathe deeply.
   B. Ask the children to:
      (1) Quietly whisper their own names as they breathe out.
      (2) Let their bodies become more relaxed each time they breathe out.
   C. Discuss:
      (1) You can help your body feel relaxed by breathing deeply.
      (2) You can do this every day to help you feel relaxed, rested.
      (3) When might you do this? (When you wake up, before lunch, before you go to sleep, etc.)

7. TENSION SEARCH
   A. Tell the children that they will learn to identify tense, tight muscles in the bodies.
   B. Ask the children to:
      (1) Make a fist with their right hand and clench it tightly.
      (2) Notice how those muscles feel (tight, tense).
      (3) Compare the way the right hand and the left hand feel.
      (4) Relax the right hand; compare right and left hands.
      (5) Repeat this activity using the left hand.
   C. Variation: Use this method of tensing and relaxing other muscle groups such as the jaw muscles.
   D. Discuss:
      (1) How did the relaxed hand feel?
      (2) How did the tight, tensed hand feel?
      (3) How feeling fear, anger, sadness and other emotions can make the muscles in your body tight.
      (4) At these times, you can help yourself feel better by being aware of your muscles getting tight and by relaxing those muscles.

PRE-ACTIVITIES (cont.)

8. DISAPPEARING WRINKLE MONSTER
   A. Ask the children to make their faces look like "wrinkle monsters" by wrinkling their foreheads and noses, squinting their eyes, and clenching their jaws.
   B. Ask the children to make the "wrinkle monster" disappear by:
      (1) Relaxing their foreheads and making them smooth.
      (2) Relaxing their noses, jaws, eyelids.

9. STRETCHING AND BREATHING
   A. Chant, "Reaching, Stretching".
   B. Ask the children to listen to the poem while reaching and stretching.
   C. Ask the children to:
      (1) Stretch tall as they breathe in.
      (2) Bend over at the waist as they breathe out.
      (3) Imagine that they are blowing the tightness, tension, out of their bodies as they bend over and breathe out.

"Reaching, Stretching"

by CLARE CHERRY

Reaching, stretching, reaching, stretching
Stretch my arms way out
Reaching, stretching, reaching, stretching
Reaching all about

Reaching, stretching, reaching, stretching
Stretch my legs way out,
Reaching, stretching, reaching, stretching
Reaching all about

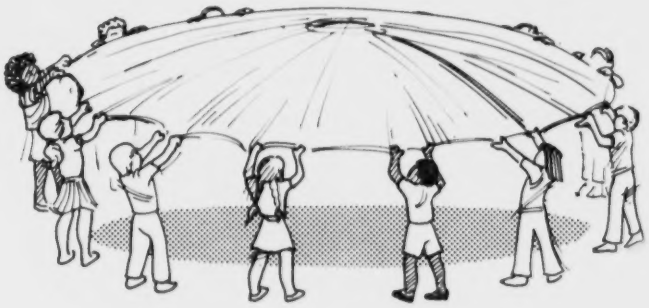
Activity

PREPARATION & MATERIALS

1. Parachute (10' to 13')
2. One ball (6" to 18") (inflated beach or playground ball may be used)
3. Large space suitable for parachute activity

DESCRIPTION OF ACTIVITY

The children will participate in various movement explorations using a parachute. Initially, the children practice the four basic commands: "waist", "stretch", "ground", "shake". The children then grasp the outer edge of the parachute and form a circle. They practice individual commands and then respond to commands in a sequence to perform various activities.



ACTIVITY

1. INTRODUCTION
   A. Show the class the parachute.
   B. Tell the children everyone in the class will use the parachute to do some movement activities.
   C. Emphasize that it is important for everyone to listen to, and do the commands at the same time.
   D. Tell the class they will first practice the four commands without the parachute.

2. BASIC FOUR COMMANDS
   A. Stand, demonstrate, and then practice without parachute:
      (1) "Waist":
      Say, Get ready, waist. When you say waist, everyone is to place their tightly closed hands in front of them at waist level.
      (2) "Stretch":
      Start in the waist (resting) position. Say, Get ready, stretch. When you say "stretch", everyone is to reach and stretch both arms high above his or her head. Return to the waist position.

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ACTIVITY (cont.)

(3) "Ground":
Start in the waist position. Say, Get ready, ground. When you say "ground" everyone is to squat and place both hands on the ground. Return to the waist position.

(4) "Shake":
Start in the waist position. Say, Get ready, shake. When you say "shake", everyone is to vigorously move both hands up and down. Return to waist position.

B. Instruct the children to stand and form an evenly spaced circle around the edge of the parachute. Each child grasps the parachute and holds it at the waist position; the parachute should be *tightly* stretched.

C. Briefly review the four basic commands while using the parachute.

D. Introduce each activity and direct the children to respond to the commands as practiced. The activities may be performed in any sequence; you may invent your own activities.

(1) POPCORN
Say, Get ready, waist. (Parachute is a cold popcorn popper.)
(b) Place two (or more) balls—popcorn—on parachute.
(c) Say, Get ready, bounce. (Popcorn pops.)
(d) Say, Get ready, waist. Remove the "popcorn".

(2) SHIP AT SEA
(a) Say, Get ready, waist. (Parachute is a calm ocean.)
(b) Place one ball, "a ship", on the "ocean".
(c) Say, Get ready, bounce. Ask children to bounce hard, softly; narrate story of ocean becoming rougher, calmer.

(3) CLOUD
(a) Say, Get ready, waist.
(b) Say, Get ready, stretch.
(c) Say, Get ready, ground. (Parachute, tightly sealed, should form a half sphere "cloud".)
(d) Say, Get ready, waist.
(e) Variation: While parachute is sealed to the ground, the class counts or recites alphabet until the cloud is flat.

(4) INSIDE A CLOUD
(a) Say, Get ready, waist.
(b) Say, Get ready, stretch.
(c) Direct children to step in 1 step, squat, and pull the edge of the parachute over the top of their heads like a cap.
(d) Everyone remains inside the "cloud" until it begins to deflate.
(e) Say, Get ready, waist.
(f) Ask children to step back one step to make the parachute surface tight.

Enrichment Activities

1. IMPORTANCE OF EXERCISE
   *A. Show the children the study print, Moving About, then discuss:
      (1) What is this girl doing? (Moving, stretching, swinging.)
      (2) How is she moving her arms?
      (3) How is she stretching her body?
      (4) How else can the body move? (Many ways—different directions, levels, speeds.)
      (5) Why is it important to move and get exercise? (Helps you grow strong, sleep well, eat better, get rid of the "wigglies," feel relaxed.)

2. WHOLE BODY MOVEMENT EXPLORATION
   *A. Chant "The Bent Over Man".
   B. Ask children to listen carefully and move accordingly.
   C. Observe the children and vary the chant, making it more simple or complex as needed.

"The Bent Over Man"

by CLARE CHERRY

I'm a bent over, bent over, bent over man
I try to stand just as straight as I can
But all I can do is bend & bend
Because I'm a bent over, bent over, bent over man

I'm a swaying, swaying, swaying man
I try to stand just as still as I can
But all I can do is sway back & forth
Because I'm a swaying, swaying, swaying man

Possible Variations:
sideways, still-still, smiling-sad, head-shaking, woman instead of man.

3. RHYTHMIC MOVEMENT
   A. Ask children to sit where they can put their hands out and not touch anyone.
   *B. Play or sing a simple, calm melody such as "Baa Baa, Black Sheep".
   C. Ask the children to listen to the song once, then move their bodies the way the music makes them feel.
   D. Ask the children to share how the music made them feel.
   E. Repeat this activity using various types of music (bouncy, slow, fast, sad)

* Pounds, Elenore T., Irma B. Fricke and Julius B. Richmond, *Health and Safety Highlights: Pictures and Songs for Young Children*, Palo Alto, Scott Foresman and Co., 1970.

ENRICHMENT ACTIVITIES (cont.)

4. BALANCED ROPE WALK
   Place a rope (about 8 feet long) on the ground.
   B. Ask individual children to:
      (1) Walk forward across the "tight rope".
      (2) Walk across the rope touching heel to toes.
      (3) Walk sideways across the rope.
      (4) Show a new way to go across the rope (example: hop, jump, crawl).

   Note: This activity may be done using a 2"x4"x8' walking board.

5. HEALTH WORD
   Children may learn this lesson's health word, "jump," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

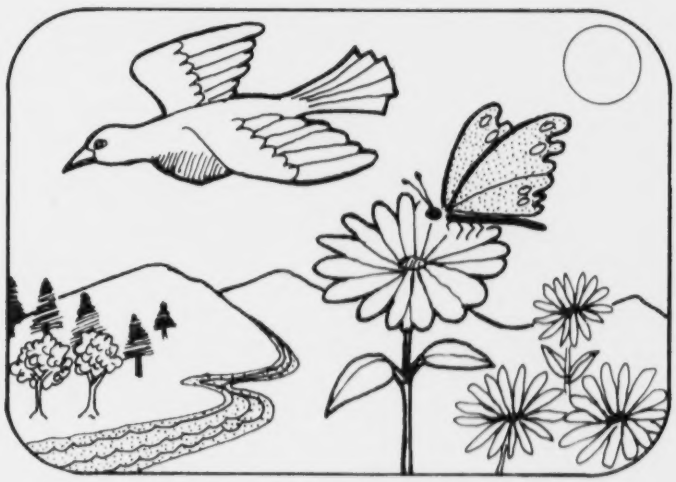
Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
nhảy (nhey)	跳 (tiào)	jump	saltar (sŏl-tŏr)	lumukso (loo-mŏk-sō)

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student identifies ways to keep the environment safe and clean.

Pre-Activities



1. OUR BEAUTIFUL WORLD
   A. Read a book that presents our world as a beautiful environment to see, hear, enjoy. (One such book is: *Be Quiet Beside the Lake.*)

   B. View slides or pictures of forests, lakes, birds. Variation: take a field trip to a park, lake, or forest

   C. Discuss:
      (1) Our world gives us many beautiful sights, sounds and scents to enjoy.
      (2) What are some of the beautiful sights? (butterflies, blossoming trees, wildflowers, hills, birds, squirrels)
      (3) What are some of the beautiful sounds? (raindrops dropping, birds singing)
      (4) What are some of the beautiful scents? (flowers, fresh air)
      (5) How can we keep sights and sounds in our world healthy and beautiful? (by not littering, by not writing on walls, by being quiet in quiet places, by taking care of natural resources)

PRE-ACTIVITIES (cont.)

2. PAINT YOUR BEAUTIFUL WORLD
   A. Ask students to imagine that they are in the most beautiful place in the world. Imagine:
      (1) What your special, beautiful, clean place looks like and smells like.
      (2) That you are exactly where you would like to be in your beautiful environment.
      (3) How you feel in your beautiful environment.
   B. Ask students to paint or draw a picture of themselves in their special place.

3. HEAR YOUR BEAUTIFUL WORLD
   A. Discuss:
      (1) All places can be beautiful. The city, country, our homes, and schools have beautiful sights, sounds and scents.
      (2) Our own classroom is a beautiful place with beautiful sights and sounds.
      (3) What are beautiful sights in our classroom?
      (4) What are beautiful sounds in our classroom?
      (5) What are beautiful scents in our classroom? (flowers, food we prepared)

4. A NEW WORD: ENVIRONMENT
   A. Discuss:
      (1) Our environment includes all the sights and sounds in the world around us.
      (2) What are some things that are in our environment? (plants, people, buildings, animals)
      (3) When at school, our environment includes the classroom, school building and school yard.
      (4) When at home, our environment includes our apartment or house and neighborhood.
      (5) Our environment includes everything in the air, water, and on land.
   B. Ask children to identify animals that live in one of the three areas of the environment: land, water, or air.
   C. Discuss: We want to take care of our environment so animals, plants, people can live there well.

5. TREATING PETS RIGHT
   A. Show pictures of pets: cats, dogs, birds, etc.
   B. Discuss:
      (1) Part of keeping care of our environment is taking proper care of our pets
      (2) How do we treat our pets right?

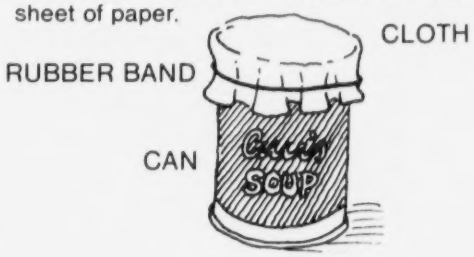
Activity

PREPARATION/MATERIALS

1. Cans (i.e., soup) that have been covered with cloth and sealed with a rubber band
2. A non-toxic "smellable" substance in each can. (i.e., vinegar, lemon slice, pickle, perfume, coffee, orange slice, peppercorns)
3. Two large sheets of paper, one labeled "It smells good!" with a drawing of a happy face and the other labeled "It smells bad!" with a drawing of a frowning face

DESCRIPTION OF ACTIVITY

Each child smells the content of each cloth-covered can, identifies if the smell is pleasant or unpleasant, then places the jar on the appropriate sheet of paper.

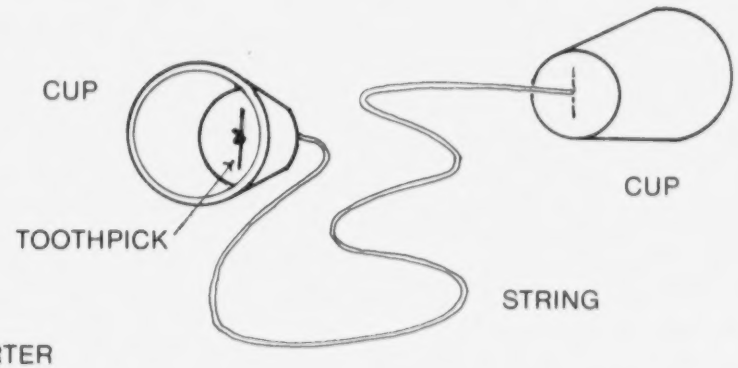


ACTIVITY

1. INTRODUCTION
   A. Discuss the fact that our environment includes everything that we see, hear, and smell.
   B. Tell children that some things in our environment smell good, while other things smell bad.
   C. Explain that each child (or group of children) will smell a mystery substance and decide if it smells good or bad. (You may wish to add that the children will not taste or touch the substances, only smell them.)

2. SCENT INVESTIGATION
   A. Children individually smell each cloth-covered can.
   B. Each can is placed on the "happy face" paper if it has a pleasant scent, on the "sad face" paper if it has an unpleasant odor.

3. DISCUSS:
   A. Scents and odors make the air, which is part of our environment, smell good or bad.
   B. We can keep our air clean and sweet-smelling by not putting bad odors into it.
   C. How can we keep our air clean? (properly disposing of garbage; wearing clean clothes; wiping and washing spills such as spilled milk)
   D. Tobacco smoke in the air is not good for you. It can be harmful when you smoke the cigarette or cigar; it can be harmful if you breathe the smoke from someone else's cigarette or cigar. When you can, avoid breathing smoke from someone's cigarette or cigar.



1. SOUND TRANSPORTER
   A. Discuss:
      (1) When the sounds in the air are quiet, we can hear what we want to hear.
      (2) When the air is filled with loud noises, it is very hard to hear what we want to hear.
   B. Have each child make a string and paper cup telephone from a string, two toothpicks and two styrofoam or paper cups, by:
      (1) Using a pencil to poke a small hole in the base of each paper cup.
      (2) Threading a string through the hole in each paper cup.
      (3) Tying the end of each string to a toothpick.
   C. Direct each pair of children to pull taut the string linking the two cups.
   D. One child talks softly into one cup while the other listens in the other.
   E. Ask children to find out how well or poorly the cup-telephone works in quiet and noisy environments.
   F. Discuss:
      (1) It is easier to hear what we want to hear in quiet environments.
      (2) How can we keep our environment from being too noisy? (by talking softly; placing items down gently)

2. IT'S UP TO ME!
   A. Discuss:
      (1) Our environment includes things that we see as well as smell and hear.
      (2) The world we see may be clean and beautiful or it may be unkempt and dirty.
      (3) How does our room look when it is clean? (equipment is put away; coats are hung up; the floor is clean)
      (4) How does our room look when it is dirty? (pencils, crayons, materials are left on the floor; clothing is not hung up)
   B. Ask children to look for things in their classroom environment that look good.
   C. Ask children to:
      (1) Look for things in their classroom environment that do not look good.
      (2) Discuss how those places could be improved.
      (3) Carry out a plan for improving their classroom environment.

ENRICHMENT ACTIVITIES (cont.)

3. USE IT ALL
   A. Discuss:
      (1) We use up many things in our environment.
      (2) What are some things that we use? (water, paper, food, clothes).
      (3) We can run out of some things (water, paper).
      (4) It is important to not be wasteful in using some things.
      (5) How can we be more careful in using up things our environment gives us? (taking only as much food as we can eat; using both sides of a piece of paper; not letting the water run while brushing our teeth)
   B. Identify a way to conserve the use of some item in the classroom.
   C. Practice conserving at least one item in the classroom.
   D. Identify ways to conserve the use of water at home and at school. Some responses include: not running water while brushing teeth; filling the bathtub only part way full, taking a short shower.

4. LESS LITTER
   A. Children can search for and pick up litter in their school yard.
   B. They may then draw and paint posters which tell children to put litter in trash cans and waste baskets.
   C. Children can recycle aluminum pop cans and newspaper as a money-earning class project. Some stores pay 1¢ each for all-aluminum pop cans.

5. LAND FILL FIELDTRIP
   Note: Children may be surprised to learn that today's landfills are very different from yesterday's dumps. Current methods of solid waste disposal are often highly mechanized, scientific and technical.
   A. Children may visit a landfill and learn how the city disposes of their waste materials, then discuss:
      (1) Why is it important to dispose of used-up items properly, instead of littering?
      (2) What would the world look like if everyone tossed their used items, food scraps, wastepaper into the street?
      (3) How is your garbage taken from home (or school) to the landfill?

6. HEALTH WORD
   Children may learn this lesson's health word, "environment," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	**Chinese**	**English**	**Spanish**	**Tagalog**
môi trường	環境	environment	ambiente	kapaligiran
(moy truong)	(wǎn-geen)		(ăm-bĭĕn-tĕ)	(kă-pă-lĭ-gĭ-răn)

Growing Up Healthy

STUDENT BEHAVIORAL OBJECTIVE

The student describes personal feelings about receiving a physical examination.

Pre-Activities

1. SHARING FEELINGS
   A. Discuss that it is OK for different people to feel good or bad about different things.
   B. Children share things that make them feel good. (Various activities, people, places.)
   C. Children tell what part of their body lets them know they are feeling good. (Head, stomach, feet.)
   D. Repeat this activity using other emotions such as fear, sorrow, happiness.

2. MOOD MUSIC
   A. Play a piece of instrumental music.
   B. Children may listen or move with the music.
   C. Discuss:
      (1) How does the music make you feel?
      (2) The same music can evoke various emotions.

3. RECOGNIZING FEELINGS
   A. Display a picture showing an individual in a particular emotional state. (Man crying, person looking sad, child who is hurt.)
   B. Ask:
      (1) Tell me about this picture.
      (2) Look at this person's face. How does he/she feel?
   C. Continue to encourage children to look at details of expression by saying things such as:
      (1) Look at his/her eyes. Do your eyes ever get that way?
      (2) Look at his/her mouth. Can we try to make our mouths like that? When do you look like that?
   D. Be aware of, validate, and encourage the children's individual expressions of feeling.

4. DEMONSTRATING EMOTIONS
   A. Discuss:
      (1) People feel different emotions at different times. This is OK.
      (2) You can tell people how you feel.
      (3) Your body shows people how you feel.
   B. Give children the opportunity to:
      (1) Show others how he/she feels by making a happy or sad face.
      (2) Show others how he/she feels by moving in a happy or sad manner.

Activity

PREPARATION/MATERIALS

*1. "Growing Up Healthy" filmstrip & cassette
2. Cassette tape player
3. Filmstrip projector
4. Screen
5. Darkened room

DESCRIPTION OF ACTIVITY

Each child views the show, "Growing Up Healthy", which stresses the importance of getting a check-up. The class then discusses feelings about, and the importance of getting a check-up.

ACTIVITY

1. Introduce slide-tape show by discussing:
   A. Two animals, a duck and a turtle visit the doctor to get a check-up.
   B. Watch carefully to see how the turtle feels at the beginning of the filmstrip, then at the end.

2. Present show.

3. Some ideas for discussion:
   A. How did the turtle feel at first? (Scared) Why?
   B. How did the turtle feel after the check-up? (OK) Why?
   C. Who got a shot? (Duck) How did he feel? (A bit frightened) Did it hurt for a long time? (No)
   D. Was the lady a doctor or nurse? (Doctor)
      Doctors can be men or women.
   E. Who has had a check-up?
      How did you feel? (Ask several children—emphasize that it is *OK* to have different feelings.)
   F. Everyone should get a check-up *before* first grade—*tell your parents.*

*Produced by "Growing Up Healthy" Project 1977. San Francisco Unified School District.

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Enrichment Activities

1. PUPPET MAKING
   Each child makes a puppet, such as a paper bag puppet, then uses it to tell a story about getting a check-up.

2. PUPPET THEATER
   Develop a small puppet theater in the classroom. Several children may use their puppets to act out stories about getting a check-up.

3. SONG ABOUT EMOTIONS
   A. Sing the song, "If You're Happy".
   B. Substitute other emotions and actions, such as: If you're mad and you know it stomp your feet . . .

"If You're Happy"

If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands.
If you're happy and you know it, then your hands will surely show it,
If you're happy and you know it, clap your hands.

4. PANTOMIME: WHAT MAKES ME FEEL GOOD
   A. Introduce the concept that people can do things that help them feel good.
   B. Select a volunteer to pantomime an activity that makes him/her feel good.
   C. Class observes, then identifies pantomimed activity.
   D. Volunteer shares some thoughts about the pantomimed activity. (Why it makes him/her feel good when he/she enjoys doing it, etc.)
   E. Repeat with other volunteers.
      Note: In order to demonstrate the process of pantomime and discussion, you may choose to be the first "volunteer".

5. HEALTH WORD
   Children may learn this lesson's health word, "happy," in five languages. You may simplify this activity by having the children learn this lesson's health word in two languages.

Vietnamese	Chinese	English	Spanish	Tagalog
hanh phúc	快樂	happy	feliz	nasisiyahan
(hăn phuk)	(fĭ-lŏg)		(fā-lēs)	(nä-shē-shē-yä-hän)

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Growing Up Healthy

Appendices

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Growing Up Healthy

APPENDIX A

Parent Brochures

Cẩm Nang Phu huynh

MUNTING AKLAT NA PANGMAGULANG

FOLLETOS PARA LOS PADRES

家長小册子

Trẻ em là thành phần rất quan trọng. Bổn phận của chúng ta là phải góp sức cùng nhau giúp cho thế hệ trẻ lớn lên khoẻ mạnh và tự tin.

Các nhân viên coi giữ vườn trẻ được mời tham dự vào một chương trình mới về bảo vệ sức khoẻ gọi là "LỚN LÊN KHOẺ MẠNH" và sẽ được chỉ dẫn về các điểm sau đây:

- Làm sao để có tinh thần tự tin?
- Bác sĩ và y tá thường dùng dụng cụ gì để khám sức khoẻ?
- Việc khám sức khoẻ quan trọng như thế nào?

Các bạn sẽ nhận được tài liệu và các vấn đề sau đây:

- Tài liệu giúp trẻ em giữ gìn sức khoẻ.
- Các cơ sở lo về sức khoẻ trong khu vực bạn ở.
- Cách giữ gìn sức khoẻ cho trẻ em.

Chúng tôi rất hoan nghênh sự tham dự và đóng góp ý kiến của các bạn.

Growing Up Healthy

Pre-1

Children are important. It's up to all of us, working together, to help them grow up healthy and feel good about themselves.

Your kindergartener will be participating in a new health program, "Growing Up Healthy," and learning:
- What can I do to keep myself feeling good?
- What tools does a doctor or nurse use in a check-up?
- Why is a health check-up important?

You will be receiving information about:
- Your child's lessons in health.
- Your neighborhood health resources.
- How you can help your child stay healthy.

We hope you'll share your ideas and make suggestions.

"Growing Up Healthy"

Ang mga bata ay mahalaga. Nasa sa ating lahat ang pagtutulong-tulong upang lumaki silang malusog at makaramdam nang mabuti ang bawa't isa.

Ang inyong kindergartener ay maglalahok ng isang bagong palatuntunan sa kalusugan, "Sa Paglaking Malusog" at matutunan ang:
- Ano ang nararapat kong gawin upang magkaroon ng mabuting damdamin?
- Anu-anong kasangkapan ang ginagamit ng manggagamot o' nars sa isang pagsusuri?
- Bakit mahalaga ang isang pagsusuri ng kalusugan?

Tatanggap kayo ng mga impormasyon tungkol sa:
- Mga aralin tungkol sa kalusugan ng inyong mga anak.
- Mga kaparaanan sa kalusugan ng inyong purok.
- Papaano ninyo matutulungan ang inyong anak na manatiling malusog.

Inaasahan naming magbahagi kayo ng inyong mga kuru-kuro at gumawa ng mga mungkahi.

"Sa Paglaking Malusog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

Los niños son temas importantes. Trabajando conjuntamente, nosotros podemos ayudar a los niños a que crezcan saludables y a que puedán sentirse a gusto por si mismos.

Los niños pre-escolares estarán participando en un nuevo programa de la salud, "Creciendo Saludable". Ellos aprenderán lo siguiente:
- ¿Qué puedo hacer yo para sentirme saludable?
- ¿Qué instrumentos usa el médico o enfermera en un examen médico?
- ¿Porqué es importante un examen médico?

Usted recibirá informaciones acerca de:
- Lecciones de la salud.
- Recursos de la salubridad en su area (vecindario).
- ¿Cómo puede usted ayudar a su niño/a mantenerse saludable?

Nosotros esperamos que usted pueda compartir sus ideas y sugerencias.

"Creciendo Saludable"

Pre-1

兒童乃社會未來的棟樑，各界人仕實須通力合作，以使他們有健康的長成，身心愉快.

閣下正在就讀幼稚園之子女，將參加一項新設立的"兒童健康"計劃，學習有關：

保持身心健康的要訣
健康檢查之常用器具
健康檢查的重要性

閣下會收到有關資料如：

貴子弟之健康教育課程
鄰近之保健資源.
幫助孩子保健之法

我們希望閣下能提供寶貴的意見
="兒童健康"

Con em quý vị đang được chỉ dẫn về tầm mức quan trọng của việc khám sức khỏe. Và đồng thời trẻ có dịp học hỏi về những dụng cụ Y khoa thường được sử dụng. Chúng tôi hy vọng rằng quý vị sẽ khuyến khích con em chia xẻ sự hiểu biết với quý vị.

Growing Up Healthy

Quý vị có thể hỏi trẻ:
- Ống chẩn bệnh được dùng như thế nào?
- Ai sẽ khám sức khỏe cho các em?
- Tại sao chúng ta cần phải có những cuộc khám sức khỏe thường xuyên?

Chủ đề của những bài học sắp tới gồm:
- Vệ sinh
- Vệ sinh về răng
- Sự dinh dưỡng
- Sự an toàn
- Chăm sóc đôi chân
- Hoạt động và nghỉ ngơi
- Những cảm giác khi có cuộc khám sức khỏe

"Tăng Trưởng Khỏe Mạnh"

1

Your child has been learning about the importance of getting a check-up. The children enjoyed learning how medical instruments are used. We hope you will encourage your child to share that experience with you.

Why not ask your child:
- How is a stethoscope used?
- Who can give you a check-up?
- Why should people have regular check-ups?

Topics for future lessons include:
- Cleanliness
- Dental Health
- Nutrition
- Safety
- Care of Feet
- Movement and Relaxation
- Feelings about Getting a Check-up

"Growing Up Healthy"

Napagaralan ng inyong anak ang kahalagahan ng isang pagsusuri ng kalusugan. Nasiyahan ang mga bata sa pagaaral kung papaano ginagamit ang mga kasangkapan ng manggagamot. Inaasahan naming himukin ang inyong anak upang bahagian kayo ng kanilang karanasan.

Bakit hindi ninyo tanongin ang inyong anak:
- Paano ginagamit ang "istetoskop"?
- Sino ang makapagbibigay ng isang pagsusuri?
- Bakit kailangan ng mga tao ang palagiang pagsusuri?

Mga paksa para sa mga darating na liksiyon:
- Kalinisan
- Kalusugan Dental
- Pagkain
- Kaligtasan
- Pagaalaga ng mga Paa
- Pamamahinga at Paghehersisyo
- Damdamin tungkol sa Pagkakaroon ng isang Pagsusuri

"Sa Paglaking Malusog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

Su niño/a ha estado aprendiendo la importancia que tiene un examen médico. Los niños disfrutaron de ver la forma en que se utilizan los instrumentos médicos. Nosotros esperamos que usted pueda animar a su niño/a que comparta esta experiencia con usted.

Pregunte usted a su niño/a lo siguiente:
- ¿Cuál es el uso de un estetoscopio?
- ¿Quién puede darte un examen médico?
- ¿Porqué las personas deben tener un examen médico?

Materias que serán discutidas en lo futuro:
- Limpieza
- Cuidado de los dientes
- Nutrición
- Seguridad
- Cuidado de los pies
- Descanso y ejercicios
- Sensaciones acerca del examen

"Creciendo Saludable"

1

資子弟已學習了健康檢查之重要性，他們學到醫療器具的功用，覺得十分有趣，盼望閣下能鼓勵資子弟將所學有關這方面的向你轉述，以加深他們的興趣及印象。
閣下可向他們提出下列問題如：
怎樣應用聽筒
誰可以替你檢查身體
為什麼人人需要作經常身體檢查
其他的課題程序如下：
保潔之道
牙齒健康
營養衛生
安全要道
足部健康
休息與運動
健康檢查之感想

"兒童健康"計劃

Những tài liệu thuộc chương trình "Tăng trưởng khoẻ mạnh "đều nhằm vào việc giữ vệ sinh. Tắm rửa thường xuyên cũng là cách giúp chúng ta cảm thấy thoải mái. Đây cũng là dịp để chúng ta thảo luận với các em về vấn đề vệ sinh.

Growing Up Healthy

Các em sẽ được học hỏi:

- Tắm rửa khắp cả thân thể, từ đầu đến chân.
- Tóc cũng cần được gội sạch sẽ.
- Không mượn hay dùng lược của người khác vì dễ bị lây chấy rận.

Tắm rửa giúp cho các em sạch sẽ, dễ thương và tinh khiết.

Nếu quý vị cần được giúp đỡ trong việc chọn lựa Y, Nha sĩ xin gọi:

Phòng ngừa sự suy nhược sức khoẻ của trẻ em.

Trẻ buộc phải được khám sức khoẻ tổng quát trong vòng 18 tháng trước khi vào học lớp Một. Nhà trường cần có bản kết quả của cuộc khám nghiệm.

"Tăng Trưởng Khoẻ Mạnh"

2

The message from "Growing Up Healthy" is all about keeping clean. Washing often is one way to help ourselves feel good, and stay well. This is a fine opportunity to talk with your children about cleanliness.

Your child has learned:

- Washing includes all of our body, from head to toes.
- Hair needs to be washed, too.
- Combs should not be borrowed . . . head lice spread easily.

Taking a bath or shower helps you look good, feel nice, smell fresh and clean, and it's fun!

If you would like assistance in selecting a doctor or dentist for your child, call:

Child Health Disability Prevention

A health check-up is required within 18 months before entry to first grade. The school must have a record of your child's check-up.

"Growing Up Healthy"

Ang pahatid mula sa "Sa Paglaking Malusog" ay tungkol lahat sa kalinisan. Ang malimit na paghuhugas ay isang paraan upang magkaroon ng mabuting damdamin at manatiling mabuti. Ito ay isang maayos na pagkakataon upang makipagusap sa inyong mga anak tungkol sa kalinisan.

Ang inyong mga anak ay natutong:

- Ang paghuhugas ay kasama ang ating buong katawan, mula sa ulo hanggang sa mga paa.
- Ang buhok ay kailangan ding mahugasan.
- Ang suklay ay hindi dapat ipahiram . . . ang kuto ay madaling kumalat.

Ang pagligo o' ligo sa dutsa ay nakakatulong sa isang magandang anyo, nakalulugod na damdamin, amoy sariwa at malinis, at isang kasiyahan.

Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot o' dentista para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Ang pagsusuri ng kalusugan ay kailangan sa loob ng labingwalong buwan bago papasok sa unang baitang. Ang paaralan ay dapat magkaroon ng talata ng pagsusuri ng inyong anak.

"Sa Paglaking Malusog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

El mensaje de "Creciendo Saludable" es el mantenerse limpio. Lavándose muy a menudo es una forma de ayudarnos a sentirnos bien y mantenernos bien. Esta es una oportunidad que tiene usted para hablar con sus niños acera de la limpieza.

Su niño/a ha aprendido:
- Lavarse incluye todo el cuerpo, desde la cabeza a los pies.
- El cabello necesita lvarse, también.
- Los peines no deben ser prestados . . . los piojos se multiplican rápidamente.

El baño le ayuda a verse bien, sentirse bien, olerse bien y limpio, y es divertido darse un baño diario!

Si usted desea ayuda en seleccionar un dentista o doctor, llame a:
"Prevención de Incapacidad de la Salud Infantil"

Un examen dental es requerido dentro de los 18 meses antes que su niño/a ingrese al primer grado. La escuela deber tener la historia médica de su niño/a.

"Creciendo Saludable"

2

"兒童健康"的訊息是有關保持清潔方面,常洗澡是唯一能幫助我們有澡浴,清新的感覺.這是一個好機會來教導你的小孩有關清潔方面,你的小孩有學習過:

洗澡包括我們全身体,由頭部至腳趾.
頭髮亦須洗條.
不可借用頭梳.... 以免散播頭蝨
常沐浴或沐浴能令你有美好,清新的感覺.
如閣下需要我們為你的孩子選擇一位醫生或牙醫生,請電:

兒童健康及防疾

健康的体格檢查是必須在入一年級前十八个月內學校是需要你的小孩的檢查報告表.

"兒童健康"
計劃聯絡人:莎莉賀特.

Con em quý vị đã được chỉ dẫn làm cách nào để giữ răng sạch sẽ qua các bài học của chương trình "Tăng trưởng khỏe mạnh." Trẻ được chỉ dẫn cách đánh răng, dùng sợi tơ để làm sạch răng, cũng như hiểu được rằng việc đi đến nha sĩ khám răng là việc cần thiết. Quý vị có thể hỏi con em kể cho chúng ta biết cách đánh răng và những gì mà các em đã được học hỏi:

Growing Up Healthy

Những điều quan trọng cho phụ huynh:

- Những thức ăn nào giúp ích cho răng.
- Một phương thức ăn uống quân bình là gồm trái cây, hoa quả, thịt, các loại ngũ cốc và sữa.
- Giúp các em tránh bớt những thức ăn có đường và đồng thời cho các em ăn cà rốt, cần tây để thay thế.

Trẻ cần được đưa đến Nha sĩ thường xuyên. Nếu cần được giúp đỡ trong việc chọn lựa Nha, Y sĩ xin gọi:

Phòng ngừa sự suy nhược sức khoẻ của trẻ em.

Xin luu y: Tre em buoc phai duoc kham suc khoe trong vong 18 thang truoc khi vao hoc lop Mot.

3

Your child has been learning how to keep teeth healthy during the "Growing Up Healthy" lessons. The children are learning how to brush properly, use dental floss, and understand that visiting the dentist is important. Why not ask your child to show you his/her new tooth-brush and tell what he/she has learned?

Information tip for parents/guardians:

- What we eat helps with dental health.
- A balanced diet has fruit, vegetables, meat, grains, and milk.
- Try to help children avoid snacks with sugar; offer them carrot or celery sticks for a change.

Young children should visit the dentist regularly. If you would like assistance in selecting a dentist or doctor for your child call:

Child Health Disability Prevention

Remember: A health check-up is required within 18 months before entry to first grade. The school must have a record of your child's check-up.

"Growing Up Healthy"

Ang inyong anak ay natututo kung papaano mapanatiling malusog ang kanilang mga ngipin sa kanilang mga aralin sa "Sa Paglaking Malusog". Ang mga bata ay natututo kung papaano magsipilyo nang wasto, sa paggamit ng "dental floss", at ang pagdalaw sa dentista ay mahalaga. Bakit hindi ninyo tanongin ang inyong anak upang ipakita sa inyo ang kanilang bagong sipilyo at sabihin kung ano ang kanilang natutunan?

Mga pahiwatig para sa mga magulang at tagatanod:

- Ang ating mga kinakain ay nakakatulong sa kalusugang-dental.
- Ang timbang na pagkain ay may prutas, gulay, karne, iba'tibang uri ng butil, at gatas.
- Tulungan ang mga batangumiwas sa mga kakaning matamis; dulutan sila ng mga karot o' seleri upang mapaiba.

Ang mga bata ay dapat dumalaw sa dentista nang malimit. Kung kailangan ninyo ng tulong tungkol sa pagpili ng dentista o' manggagamot para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Tandaan: Ang pagsusuri ng kalusugan ay kailangan sa loob ng labingwalong buwan bago papasok sa unang baitang. Ang paaralan ay kailangang magkaroon ng tatala ng pagsusuri ng inyong anak.

"Sa Paglaking Malusog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

Durante las clases "Creciendo Saludable", su niño/a ha estado aprendiendo cómo mantener sus dientes saludables. Los niños aprenden a cepillarse propiamente, usar la seda dental y que la visita al dentista es muy importante. ¿Porqué no pregunta a su niño/a que le muestre su cepillo de dientes y que le cuente a usted lo que ha aprendido?

Información adicional para los padres de famila/tutor:

- Lo que comemos ayuda a mantener sus dientes sanos.
- Una dieta balanceada tiene fruta, vegetales, carne, grano y leche.
- Evite que sus niños coman golosinas con azúcar; en su lugar ofréceles zanahoria o apio.

Los niños deben visitar al dentista regularmente. Si usted desea ayuda en el seleccionar un dentista o doctor, llame a:

"Prevención de Incapacidad de la Salud Infantil"

Recuerde: Un examen dental es requerido dentro de los 18 meses antes que su niño/a ingrese al primer grado. La escuela debe tener la historia médica de su niño/a.

"Creciendo Saludable"

3

貴子弟曾在"兒童健康"課程中學習過怎樣保持牙齒的健康，學習怎樣才是正確的刷牙方式，怎樣利用牙綫線及看牙醫生，也是很重要的，為何閣下不叫小孩告訴你，他或她的新牙刷及曾經學些什麼？

告知家長或監護人：

什麼食物能助我們的牙齒健康

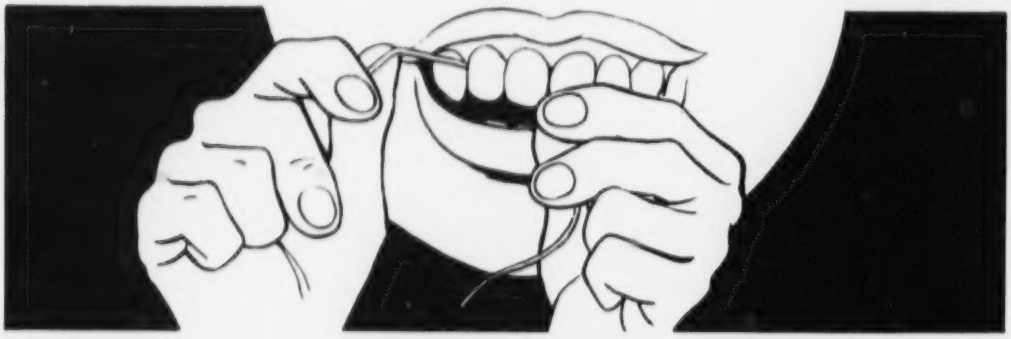
平衡的食物包括：水果，蔬菜，肉類，穀類及牛奶。試助小孩避免多吃糖類的小食，給他們紅蘿蔔或西芹條為小食的改變。

幼童應有定期的看牙醫生，如閣下需要我們為小孩選擇一位牙医生或医生，請电：兒童健康及防疫

附註：健康的體格檢是他須在入一年級前十八个月內，學校是需要你的小孩的檢查報告表。"兒童健康"

計劃聯絡人：蔣荊賀特

Dùng sợi tơ để làm sạch các mặt răng.



Tơ được luồn giữa kẽ răng và cần được làm sạch từng kẻ răng một, ở cả hai bên kẻ răng. Quý vị có biết rằng hiện nay, các Nha sĩ đang khuyến khích chúng ta là mỗi người nên dùng sợi tơ để làm vệ sinh răng hàng ngày? Hầu hết các trẻ cần được sự giúp đỡ với cách dùng này cho đến khi chúng lên bảy tuổi.

3

Uso Del Hilo Dental

Se debe usar el hilo dental para evitar que la suciedad se acumule entre los dientes.

El hilo dental debe introducirse entre el diente y la encilla.

Se debe limpiar la superficie de los dientes por los dos lados entre los dientes.

¿Sabían ustedes que los dentistas recomiendan el uso del hilo dental diariamente?

La mayoría de los niños menores de siete años necesitan ayuda para usar el hilo dental.

"Creciendo Sano"

Ang Pagpapa-floss ng Inyong Mga Ngipin

Gumamit ng "dental floss" sa paglinis ng mga gilid ng inyong ngipin.

Ang "floss" ay umaabot sa linya ng gilagid. Dapat malinisan ang magkabilang labas ng ngipin sa bawat puwang.

Alam ba ninyo na ang mga dentista ngayon ay nagsasabi na ang bawat isa ay dapat gumamit ng "dental floss" sa araw-araw? Karamihan sa mga bata ay nangangailangan ng tulong tungkol dito hanggang sa umabot ng ika-pitong taong gulang.

"Sa Paglaking Malusog"

用牙線清潔牙齒

利用牙線清潔牙齒各面

牙線應從牙肉之下起

牙齒之兩面的每一吋都要清潔

閣下是否曉得牙医現在告訴每人平均一天要用牙線一次

大部份未滿七歲之孩子使用牙線都要別人幫助

兒童健康

Flossing Your Teeth.

Use dental floss to clean the sides of your teeth.

Floss goes under the gum line. It must clean tooth surfaces on both sides of every space.
Did you know that dentists now tell us that everyone should use dental floss daily?
Most children need help with this until they are about seven years old.

"Growing Up Healthy"

Qua chương trình "Tăng trưởng khỏe mạnh" con em quý vị đang được chỉ dẫn các loại thức ăn bổ dưỡng. Chúng tôi hy vọng rằng con em sẽ chọn lựa và ăn những thức ăn bổ dưỡng ở nhà.

Growing Up Healthy

Quý vị cũng có thể giúp trẻ trong việc tập những thói quen dùng những thức ăn bổ dưỡng và lớn mạnh do việc ăn những thức ăn bổ dưỡng như:

- Các loại rau quả
- Trái cây
- Phó mát
- Các loại dầu

Trẻ cần được giúp đỡ trong việc tập thói quen về sức khoẻ.

Nếu quý vị cần được giúp đỡ trong việc lựa chọn Y, Nha sĩ cho con em xin gọi Phòng ngừa sự suy nhược sức khoẻ cuatrẻ em.

Xin lưu ý: Trẻ buộc phải được khám sức khỏe tổng quát trong vòng 18 tháng trước khi vào học lớp Một. Nhà trường cần phải có bản kết quả của cuộc khám nghiệm.

Your child has been learning to identify foods that are nutritious during the "Growing Up Healthy" lessons. We hope that he or she will choose to eat nutritious foods at home.

You can help your child in developing good eating habits and growing up healthy by providing a variety of delicious, nutritious snacks such as:

- Vegetable sticks
- Fresh fruits
- Cheese
- Nuts

Your child needs your help in learning to develop good health habits!
If you would like assistance in selecting a doctor or dentist for your child, call:

Child Health Disability Prevention

Remember: A health check-up is required within 18 months before entry to first grade. The school must have a record of your child's check-up.

"Growing Up Healthy"

Ang inyong anak ay natutong kilalanin ang mga pagkain na pampalusog sa kanilang mga aralin sa "Sa Paglaking Malusog". Inaasahan naming pipilin nilang kumain ng mga papkaing pampalusog kung nasa tahanan.

Maaari ninyong tulungan ang inyong mga anak sa pagkahilig sa mabubuting kagawian sa pagkain at "Sa Paglaking Malusog" kagaya nang pagbibigay ng iba't-ibang masarap at pampalusog na pagkaing pangminindal kagaya ng:

- Vegetable sticks (seleri at karot)
- Sariwang prutas
- Keso
- Nuwes (mani, kasoy)

Kailangan ang tulong ng inyong anak upang matutunan ang mga mabuting ugaling pampalusog.

Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot o' dentista para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Tandaan: Ang pagsusuri ng kalusugan ay kailangan sa loob ng labing-walong buwan bago papasok sa unang baitang. Ang paaralan ay dapat magkaroon ng talata sa pagsusuri ng inyong anak.

"Sa Paglaking Malusog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

Su niño/a ha estado aprendiendo a identificar comidas nutritivas durante las lecciones de "Creciendo Saludable". Esperamos que él o ella desee comer comidas alimenticias en casa.

Usted puede ayudar a su niño/a a desarrollar buenos hábitos en la comida y a crecer saludable proviéndoles con una variedad de bocadillos nutritivos y deliciosos tales como:

- Tiritas de vegetales
- Fruta fresca
- Queso
- Nueces

Su niño/a necesita de su ayuda para adquirir buenos hábitos en su salud!

Si Ud. necesita asistencia en seleccionar un doctor o un dentista para su niño/a, llamar:
"Prevención de Incapacidad de la Salud Infantil"

Recuerde: Un examen de la salud es requerido durante los 18 meses antes de su entrada al primer grado. La Escuela debe tener un record del examen de la salud de su niño/a.

"Creciendo Saludable"

4

在"兒童健康"課程中，你的小孩曾經學習鑒別那些食物是有營養分的。我們希望兒童在家中曾經吃有營養分的食物。

你能協助你的小孩養成吃的良好習慣，而且兒童健康會供給各種美味而有滋養的食物，例如：

蔬菜條
新鮮生果
芝士
硬殼果（如：合桃，花生之類）

你的小孩需要你的幫助來養成有良好的健康習慣。

如果你需要我們為你的小孩選聘一位醫生或牙醫生，請電：

兒童健康及防疾

附註：健康檢查必須在入一年級前十八个月內
學校一定要有你的小孩的檢查報告表。
"兒童健康"

Sự An Toàn là chủ đề của loạt bài này trong chương trình "Tăng trưởng khoẻ mạnh." Trẻ sẽ được học hỏi về những điều sau:

- Thông hiểu và tuân giữ những dấu hiệu lưu thông.
- Tránh ăn những vật lạ.
- Không chơi đùa với diêm quẹt.

Quý vị cũng có thể giúp trẻ tạo thói quen về sự an toàn và sống với cuộc sống an toàn hơn bằng cách:

- Tiến hành những phương thức cần thiết để phòng bị trường hợp cháy nhà, trẻ có thể biết được những điều cần làm.
- Cất giữ tất cả những đồ vật nguy hiểm như thuốc aspirin, thuốc tẩy, thuốc trừ côn trùng, sâu bọ..ở những tủ cao có khóa.

Growing Up "Healthy"

Nếu quý vị cần được giúp đỡ trong việc chọn lựa Y, Nha sĩ cho con em, xin gọi Phòng ngừa sự suy nhược sức khoẻ của trẻ em.

Lưu ý Trẻ buộc phải được khám sức khoẻ tổng quát trong vòng 18 tháng trước, khi vào học lớp Một. Nhà trường cần phải có bản kết quả cuộc khám nghiệm của con em quý vị.

5

Safety is the topic for your child's current lessons in "Growing Up Healthy".

Your child has been learning to:
- Understand and follow traffic signals.
- Avoid eating unknown substances.
- Avoid playing with matches.

You can help your child develop good safety habits and live a safer life by:
- Developing and practicing a procedure to follow in case of a home fire.
- Keeping all dangerous substances (aspirin, cleaning solutions, insecticides, etc.) in high locked cupboards.

If you would like assistance in selecting a doctor or dentist for your child, call:

Child Health Disability Prevention

Remember: A health check-up is required within 18 months before entry to first grade. The school must have a record of your child's check-up.

"Growing Up Healthy"

Kaligtasan ang paksa para sa kasalukuyang aralin ng inyong anak sa "Sa Paglaking Malusog".
Ang inyong anak ay natututo upang:
- Maunawaan at sumunod sa mga babalang trapiko
- Iwasang kumain ng mga pagkaing hindi kilala
- Iwasang maglaro ng posporo

Maaari ninyong tulungan ang inyong anak na matuto ng mabubuting ugali tungkol sa kaligtasan at mabuhay nang matiwasay sa:
- Pagbuo at pagsanay sa mga paraan na dapat sundin sa panahon na may sunog sa bahay.
- Pagtatabi ng mga mapanganib na bagay-bagay (aspirin, mga sulusyong panglinis, pamatayinsakto at ibi pa) sa matataas at saradong aparador

Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot o' dentista para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Tandaan: Ang pagsusuri ng kalusugan ay kailangan sa loob ng labing-walong buwan bago papasok sa unang baitang. Ang paaralan ay dapat magkaroon ng talata sa pagsusuri ng inyong anak.

"Sa Paglaking Masulog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

BEST COPY AVAILABLE

Cuidado es el tópico de las lecciones que su niño/a tendrá en "Creciendo Saludable."

Su niño/a ha estado aprendiendo a:
- Entender y conocer las señales de tráfico
- Evitar comer substancias desconocidas
- Evitar jugar con cerillos o fósforos

Usted puede ayudar a su niño/a a desarrollar buenos hábitos de cuidado y vivir una vida más segura si:
- Practica rutinas que él o ella debe seguir en caso de incendio en la casa
- Manteniendo todas las substancias peligrosas (aspirinas, soluciones para la limpieza, insecticidas, etc.) en gabinetes altos y bajo llave.

Si necesita asistencia en el seleccionar un doctor o un dentista para su niño/a, llamar a:
"Prevención de Incapacidad de la Salud Infantil"

Recuerde: Un examen de la salud es requerido durante los 18 meses antes de su entrada al primer grado. La Escuela debe tener un record del examen de la salud de su niño/a.

"Creciendo Saludable"

5

"兒童健康"課程中現在為兒童教導的論題是安全的問題. 你的小孩曾學習過:

明白及遵從交通訊號
避免吃無名的物質
避免玩弄火柴

你可以幫助你的孩子去建立良好的安全習慣而使生活得更安全及美滿.

使兒童知道及練習如何走避家中火燭而得以安全離開火場.

把家中危險的物質(如亞士匹靈, 清潔劑, 殺蟲水等)存放高處而有鎖的柜內.

如果你須要我們為你的孩子選用一位醫生或牙醫生, 請電:

兒童健康及防疾.

附註: 健康檢查必須在入一年級前十八月內, 學校一定要有你的小孩的檢查報告表.

"兒童健康"

Growing Up "Healthy"

Chăm sóc đôi chân là đề tài của những bài học "Tăng trưởng Khoẻ Mạnh." Các em sẽ được chỉ dẫn:

- Giầy dép được dùng theo thời tiết.
- Không được trao đổi giầy dép với bạn bè.
- Đôi chân rất quan trọng trong việc giúp ta di chuyển.

Quý vị có thể giúp con em chăm sóc đôi chân bằng cách:

- Khuyến khích các em tự rửa và lau chân.
- Cắt gọn móng chân.
- Sắm giầy dép, vớ vừa vặn cho trẻ.

Nếu quý vị cần được giúp đỡ trong việc chọn lựa Y, Nha sĩ cho con em xin gọi:

Phòng, ngừa sự suy nhược sức khoẻ của trẻ em (Child Health Disability Prevention) Lưu Ý:

Con em quý vị buộc phải có một cuộc khám sức khoẻ trong vòng 18 tháng trước khi vào học lớp Một. Nhà trường cần có một bản ghi kết quả của cuộc khám nghiệm về sức khoẻ.

6

The proper care of feet has been the topic of your child's current "Growing Up Healthy" lessons.

Your child has been learning:
- Footwear should suit the weather.
- Shoes should not be traded with friends.
- Feet are important; they help people move in many ways.

You can help your child care for his or her feet by:
- Encouraging him or her to wash and dry feet properly.
- Cutting toe nails straight across.
- Providing shoes and socks that fit properly.

If you would like assistance in selecting a doctor or dentist for your child, call:

Child Health Disability Prevention

Remember: A health check-up is required within 18 months before entry to first grade. The school must have a record of your child's check-up.

"Growing Up Healthy"

Ang wastong pagaalaga ng mga paa ay naging paksa sa aralin ng inyong anak sa "Sa Paglaking Malusog".

Natutunan ng inyong anak ang mga sumusunod:
- Ang kasuotan sa paa ay dapat angkop sa panahon.
- Hindi dapat makipagpalitan nang sapatos sa mga kaibigan.
- Ang mga paa ay mahalaga; tinutulungan ang mga taong kumilos sa maraming paraan.

Maaring matulungan ang inyong anak sa pagalaga ng kanilang mga paa sa mga sumusunod:
- Himukin silang hugasan ang mga paa at patuyuin nang mabuti.
- Pagputol ng mga kuko sa paa nang pahalang na tuwid.
- Paglalaan ng mga sapatos at medyas na wasto.

Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot o' dentista para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Tandaan: Ang pagsusuri ng kalusugan ay kailangan sa loob ng labing-anim na buwan bago papasok sa unang baitang. Ang paaralan ay dapat magkaroon ng talata sa pagsusuri ng inyong anak.

"Sa Paglaking Maguslog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

El cuidado apropiado de los pies ha sido uno de los temas estudiados en la clase de "Creciendo Saludable".

Su niño/a ha aprendido lo siguiente:

- El calzado debe ser apropriado para el clima.
- Los zapatos no deben cambiarse entre amigos.
- Los pies son partes importantes de nuestro cuerpo porque nos ayudan a movernos de un lugar a otro.

Usted puede ayudar a que su niño/a se cuide los pies de la siguiente manera:

- Acostúmbrelo/a a que se lave los pies bién.
- Cortele las uñas de los pies en forma recta.
- Que use zapatos y calcetines de la medida exacta.

Si desea ayuda para escoger al médico o dentista para su niño/a, comuníquese con:
"Prevención de Incapacidad de la Salud Infantil"

Recuerde: A su niño/a se le exige un examen médico dentro de los primeros 18 mese antes del primer grado escolar.

"Creciendo Saludable"

6

"兒童健康"課程中曾教过你的小孩有関腳部的適當護理. 你的小孩曾學習過:

鞋襪的穿着要適合氣候
鞋不可和朋友交換穿着.
腳部是重要的, 它能幫助我們行動多方

由下列各點, 你能指導你的小孩来護理他或她的腳部:

鼓勵小孩有適當的洗滌及抹乾腳部.
剪腳趾甲要直剪过.
給予穿着適合的鞋襪

如果你需要我們為你的小孩選擇醫生或牙醫生, 請電:

兒童健康及防疫

附註: 健康檢查必須在入一年級前十八个月內
學校必須要有你的小孩檢查報告表

"兒童健康"

Sự Hoạt Động và Nghỉ ngơi rất quan trọng. Trong phần này, con em quý vị được học hỏi về những điều sau:

- Mọi người đều cần có một thời lượng thích hợp để ngủ cho đủ.
- Mọi người cần phải tập luyện để tăng trưởng một cách khoẻ mạnh.

Trẻ cần được sự giúp đỡ của quý vị trong việc tập luyện những thói quen gìn giữ sức khoẻ. Quý vị có thể giúp đỡ trẻ bằng cách:

- Hỏi thăm con em về những điều chúng học hỏi trong nhà trường.
- Đưa con em đến những sân chơi để con em có thể vui đùa thoải mái.

Xin lưu ý quý vị là con em phải được khám sức khoẻ thường xuyên để bảo đảm là trẻ đang tăng trưởng một cách khoẻ mạnh. Nếu cần được giúp đỡ trong việc chọn lựa Y, Nha sĩ cho trẻ xin gọi:

Phòng ngừa sự suy nhược sức khoẻ của trẻ em.

Trẻ buộc phải được khám sức khoẻ tổng quát trước khi vào học lớp Một. Nhà trường cần có bản ghi kết quả của cuộc khám nghiệm.

Tăng Trưởng Khoẻ Mạnh

7

Proper movement and relaxation are important aspects of "Growing Up Healthy". During the current lessons your child has been learning:

- Everyone needs to get a proper amount of sleep.
- Everybody needs exercise to grow well.

Your child needs your help in learning to practice good health habits. You can help him or her by:

- Asking your child to share what he or she has learned in school.
- Taking your child to a playground where he or she can enjoy active play.

Information tip: Your child needs regular check-ups to help assure he or she is growing up healthy. For assistance in selecting a physician or dentist for your child, call:

Child Health Disability Prevention

Remember: A health check-up is required within 18 months before entry to first grade. The school must have a record of your child's check-up.

"Growing Up Healthy"

Wastong kapahingahan at paghehersisyo ay mahahalagang panig ng "Sa Paglaking Malusog". Sa mga kasalukuyang aralin natutunan ng inyong anak na:

- Ang bawa't isa ay kailangan magkaroon ng wastong panahon sa pagtulog.
- Ang bawa't isa ay kailangan ang paghehersisyo upang lumaki.

Kailangan ang tulong ng inyong anak upang matutunang isagawa ang ang mabuting ugaling pampalusog. Maaari ninyong matulungan sila na:

- Hilingin sa inyong anak na bahaginan ang iba sa mga natutunan sa paaralan
- Ipagsama ang inyong anak sa isang palaruan upang masiyahan sa mga maliliksing laro.

Pahiwatig: Kailangan ng inyong anak ang palagiang pagsusuri ng kalusugan upang natitiyak ang paglaking malusog. Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot o' dentista para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Tandaan: Ang pagsusuri ng kalusugan ay kailangan sa loob ng labing-walong buwan bago papasok sa unang baitang. Ang paaralan ay dapat magkaroon ng talata sa pagsusuri ng inyong anak.

"Sa Paglaking Malusog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

El descanso y ejercicio apropriados son aspectos importantes en el programa del "Creciendo Saludable". Durante estas lecciones, su niño/a ha aprendido lo siguiente:

- Todos necesitamos dormir a diario las horas apropriadas.
- Todos necesitamos hacer ejercicios para crecer saludablemente.

Su niño/a necesita adquirir buenos hábitos de salud. Usted puede ayudarle de la siguiente manera:

- Pregúntele que aprendió en la escuela y compártalo con él o ella.
- Llévelo/a a un parque o centro de recreación en donde pueda jugar al aire libre.

Nota: Su niño/a necesita un examen médico regularmente para asegurarse de un crecimiento sano. Si desea ayuda para escoger el médico o dentista para su niño/a, comuníquese con: "Prevención de Incapacidad de la Salud Infantil"

Recuerde: A su niño/a se le exige un examén médico dentro de los primeros 18 meses antes del primer grado escolar.

"Creciendo Saludable"

7

適當的休息及運動是"兒童健康"課程中重要的一課，當教導這一課程時，你的孩子已學習过：

各人需要適量的睡眠

每人需要運動以助良好的發育

你的小孩需要你的協助以學習良好的健康習慣，你能助他們由下列各項：

探問你的小孩以分享他或她在學校習學些什麼

攜帶你的小孩到運動場，使他或她能盡情活動

提示：你的小孩需要有定期的體格檢查，以保証他或她發育健康，如需要我們為你的小孩選擇医生或牙医生，請電：

兒童健康及防疾

附註：健康檢查必須在入一年級前十八个月內

學校必須要有你的小孩檢查報告表.

"兒童健康"

Thế giới, quanh chung ta có thể là một môi trường an toàn và trong lành hoặc nguy hiểm và ô nhiễm. Do đó trẻ sẽ được học hỏi những phương thức mà trẻ có thể làm nhằm duy trì sự trong lành và an toàn của môi sinh.

Quý vị có thể giúp con em quan tâm hơn đến những điều đã học hỏi bằng cách nhắc nhở trẻ:

- Thu dọn những áo quần, giầy dép sau khi đã dùng xong.
- Bỏ đồ phế thải vào thùng rác thay vì xả rác.
- Cất dọn đồ chơi sau khi đã chơi xong.

Nếu quý vị cần được giúp đỡ trong việc chọn lựa Nha, Y sĩ cho con em xin gọi:

Phòng ngừa sự suy nhược sức khoẻ của trẻ em.

Lưu ý: Trẻ buộc phải được khám sức khoẻ tổng quát trong vòng 18 tháng trước khi vào học lớp Một. Nhà trường cần phải có bản kết quả của cuộc khám nghiệm.

Growing Up Healthy

The world around us may be a safe and healthy or a dangerous and unhealthy environment.

Your child has been learning that there are many things he or she can do to keep the environment clean and safe.

You can help him or her reinforce what has been learned by asking him or her to:
- Put away clothes, shoes after usage;
- Place garbage in trash cans instead of littering;
- Put away toys after playing with them.

If you would like assistance selecting a doctor or dentist for your child, call:

Child Health Disability Prevention.

Remember: a health checkup is required within 18 months before entering first grade. The school must have a record of your child's checkup.

"Growing Up Healthy"

Ang mundo sa ating paligid ay maaaring maging ligtas at malusog o dili kaya ay mapanganib at salat sa kalusugang kapaligiran.

Natututuhan ng inyong anak na maraming bagay siyang magagawa upang mapanatiling malinis at ligtas ang kaniyang kapaligiran.

Matutulungan mong idiin at ikintal sa kaniyang kaisipan ang anomang kaniyang napag-aralan kung hahayaan mo siyang:
- Itabi ang damit, sapatos matapos itong gamitin;
- Ilagay ang basura sa basurahan sa halip na ito'y ikalat;
- Itago ang mga laruan matapos itong paglarauan.

Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot o' dentista para sa inyong anak, tumawag lamang kay: Child Health Disability Prevention

Tandaan: kailangang nakapag-patingin na ukol sa kalusugan ang bata, 18 buwan muna bago ito tumuntong sa unang baytang. Kailangan ng paaralan ang rekord na ito ng inyong anak.

"Sa Paglaking Masulog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

Nuestro mundo puede ser un ambiente sano y seguro o insalubre y peligroso.

Su niño está aprendiendo que hay mucho que él o ella puede hacer para mantener el ambiente limpio y seguro.

Usted puede ayudarle reforzar lo que ha aprendido con asegurar que el niño:

- Guarde su ropa despúes de usarla;
- Ponga basura en recipientes en vez de botarla en la calle;
- Guarde sus juguetes despúes de usarlos.

Si necesita asistencia en el seleccionar un doctor o un dentista para su niño, llamar a:

Prevención de Incapacidad de la Salud Infantil

Recuerde: se requiere un examen físico dentro de diesiocho meses de comenzar primer grado. La escuela necesita una copia del resultado de este examen.

"Creciendo Saludable"

8

我們周圍的環境可能是安全而健康的或者是危險而不健康的.
你的子女近來學習了有關怎樣做來保持環境清潔和安全的很多事情.

你是可以幫助他實行他所學習得到的.你可以叫他做以下的事:
衣服及鞋襪用完後要收起來.
廢物要放入垃圾桶內,不可隨便拋擲.
玩完的玩具要收起來.

如果你需要幫助來為你的子女選擇一個醫生或牙醫,請打電話給防止兒童殘疾健康會.

請記得,兒童在小學入學前的十八個月內是需要一個健康檢查的.學校是需要你子女的健康檢查紀錄的.

健康的長大

Trong phần chót của "tăng Trưởng Khoẻ Manh" con em quý vi đuợc chỉ dẫn về tầm mức quan trong của việc kham suc khoe va dong thoi co dip biet qua nhung cam giac lo au, boi roi ma cac em co the co khi duoc kham sức khoẻ.

Chúng tôi hy vọng rằng chương trình "Tăng Trưởng Khoẻ Mạnh" với những huấn luyện ở nhà sẽ giúp con em quý vị giữ gìn vệ sinh, chăm sóc răng, chọn lựa những thức ăn bổ dưỡng, đồng thời tránh những tình trạng nguy hiểm và yên tâm mỗi khi có cuộc khám sức khoẻ.

Cũng xin lưu ý quý vị là con em quý vị buộc phải được khám sức khoẻ đầy đủ trước khi vào học lớp Một. Nhà trường cần có một bản ghi kết quả của cuộc khám sức khoẻ này.

Nếu quý vị cần được giúp đỡ trong việc chọn lựa Y, Nha sĩ cho con em, xin vui lòng gọi:

Phòng ngừa sự suy nhược về sức khoẻ của trẻ em (Child Health Disability Prevention)

Growing Up "Healthy"

9

During this final lesson unit of "Growing Up Healthy" your child has been learning the importance of having a check-up, and has had the opportunity to identify and deal with some of the feelings of fear or worry he or she may have about going to get a check-up.

We hope the "Growing Up Healthy" program with your home health training has helped your child take responsibility for keeping clean, caring for teeth, choosing nutritious foods, avoiding hazardous situations, and feeling good about getting a check-up.

Remember, it is required that your child have a complete check-up before entering first grade. The school must have a record of this exam. If you would like help in selecting a doctor for your child, please call:

Child Health Disability Prevention

Have an enjoyable and healthy summer!

"Growing Up Healthy"

Sa panahon nang pinakahuling aralin sa yunit ng "Sa Paglaking Malusog" natutunan ng inyong anak ang kahalagahan na magkaroon ng pagsusuri at ng pagkakataong mapagkilanlan at ng pakikitungo sa mga pakatakot o' pagkabahala sa pagkakaroon ng isang pagsusuri.

Inaasahan namin na ang palatuntunang "Sa Paglaking Malusog" kasama nang inyong pagsasanay sa pambahay-kalusugan ay nakatulong sa inyo na magkaroon ng tungkulin sa pagiging malinis, pagaalaga ng ngipin, pagpili ng mga pagkaing pampalusog, pagiwas sa mga mapanganib na katayuan, at ang magandang pagdama nang pagkakaroon ng pagsusuri.

Tandaan, kinakailangan na ang inyong anak ay magkaroon nang lubos na pagsusuri bago papasok sa unang baitang. Ang paaralan ay dapat magkaroon ng talata sa pagsusuri ng inyong anak. Kung kailangan ninyo ng tulong tungkol sa pagpili ng manggagamot para sa inyong anak, tumawag lamang kay:

Child Health Disability Prevention

Nawa'y magkaroon kayo nang masaya at malusog na tag-araw.

"Sa Paglaking Masulog"

FUNDED BY A GRANT FROM THE ZELLERBACH FAMILY FUND

BEST COPY AVAILABLE

En la última lección del "Creciendo Saludable", su niño/a ha aprendido la importancia de un examen médico y ha tenido la oportunidad de reconocer y tratar el miedo y otras preocupaciones que se sienten cuando se va al médico.

Esperamos que el programa del "Creciendo Saludable" junto con el entreno hogareño de salud e higiene hayan ayudado a su niño/a a ser más cuidadoso con la limpieza personal, el cuidado de los dientes, la buena alimentación, el evitar el peligro, y el ir al médico periodicamente.

Recuerde, su niño/a debe de hacerse un examen médico completo antes de comenzar el primer grado escolar porque la escuela lo exige.

Si necesita ayuda para escoger al médico o dentista para su niño/a, llame a:
"Prevención de Incapacidad de la Salud Infantil"
¡Tenga felices y saludables vacaciones!

"Creciendo Saludable"

9

在這"兒童健康"的最後課程中,你的小孩已經學習過檢查體格的重要,並且知道如何去克服懼怕"檢查"的心理.
我們希望"兒童健康"計劃及你的家庭健康訓練能助你的孩子負起保持清潔,保護牙齒,選擇有營養的食物,避免危險的地方,及不懼怕檢查等的責任.

附註:完全的体格檢查必須在你的小孩入一年級前,學校是需要你的小孩的檢查報告表,如你喜歡我們為你的孩子選擇醫師,請電:

兒童健康及防疾

祝各位健康快樂!

"兒童健康"

Growing Up Healthy

APPENDIX B

Allergy Questionnaire

NHỮNG CÂU HỎI VỀ DỊ ỨNG TRONG CƠ THỂ

PALATANUNGAN UKOL SA MGA HINDI HIYANG SA KATAWAN

CUESTIONARIO DE ALERGIA

過敏症調查表

Growing Up Healthy

FOOD ALLERGY SURVEY

PLEASE RETURN TO SCHOOL

Dear Parents and Guardians:

Good nutrition is the topic of our next "Growing Up Healthy" lesson unit. As part of the unit, your child will be eating various foods.

We would like to know if your child has any food allergies so that he or she will not be eating foods to which he/she is allergic during these lessons.

Please fill out the following and **return it to school.**

_____
Your Child's Name

My child has **no** known food allergies. ☐

My child **has** food allergies. ☐

If your child has food allergies, please identify them by checking the appropriate boxes.

Oranges	☐	Popcorn	☐
Peanuts	☐	Milk	☐
Tomatoes	☐	Bean Sprouts	☐
Citrus Fruits	☐	Wheat Bread	☐
Bananas	☐	_____ List Other	☐
		_____ List Other	☐

_____
Parents/Guardians Signature

_____
Date

Growing Up Healthy

BẢNG DỊ ỨNG THỰC PHẨM

XIN GỬI HOÀN LẠI NHÀ TRƯỜNG

Thưa Quý vị Phụ huynh và Giám hộ.

Chủ đề sắp tới của chương trình "Tăng Trưởng Khoẻ Mạnh" sẽ là "Dinh Dưỡng Bổ Ích." Phần này nhằm giúp con em quý vị ăn những thức ăn bổ dưỡng khác nhau.

Chúng tôi mong muốn được biết những loại thức ăn nào nằm trong bảng liệt kê dưới đây mà con em quý vị không dùng được vì không thích ứng với cơ thể. Xin quý vị vui lòng điền vào mẫu dưới đây và gửi lại nhà trường.

_____

Tên con (em) quý vị

☐ Con tôi không có biến chứng
☐ Con tôi có biến chứng

Nếu con (em) quý vị có những biến chứng khi ăn một trong số những thực phẩm dưới kể dưới đây xin vui lòng đánh dấu vào những ô thích hợp.

☐ Cam
☐ Đậu phụng
☐ Cà chua
☐ Chanh, Bưởi
☐ Chuối
☐ Bắp rang
☐ Sữa
☐ Giá sống
☐ Bánh mì
☐ _____
Thức ăn khác
☐ _____
Thức ăn khác

_____
Chữ ký của Phụ huynh/Giám hộ

_____
Ngày

S-4

Growing Up Healthy

FOOD ALLERGY SURVEY

請將此表交回學校

親愛的家長或監護人：

在下一次的"兒童健康"課程中，將會討論到良好的營養與兒童健康，在這課程中，將會供給各種不同的食物給與你的子孩。

我們想知道你的小孩對那些食物會有敏感反應，而不能吃該種食物，以免產生食物敏感。

請填下列各題，且將此表交回學校。

_____

兒童姓名

我的小孩未知有食物敏感 ☐

我的小孩是有食物敏感

如果你的小孩有食物敏感，請在下列適當的方格中劃出。

☐ 橙
☐ 花生
☐ 蕃茄
☐ 柑類生果
☐ 香蕉

☐ 黍
☐ 玉蜀
☐ 爆牛奶
☐ 麥麵包

☐ 其他
☐ 其他

_____

家長或監護人簽名

Growing Up Healthy

ENCUESTA SOBRE ALERGIA A ALIMENTOS

POR FAVOR REGRESE ESTA INFORMACION A LA ESCUELA

Estimado Padre de Familia/Tutor

El tema de nuestra próxima lección en la clase de Creciendo Saludable sera la buena alimentación, y como parte del desarrollo de esta lección su niño/a probará algunos alimentos en la clase.

Nos gustaria saber si su niño/a es alérgico/a a alguna clase de comida para evitar darle esos alimentos durante la lección.

Por favor complete la siguiente información, y **enviéla de regreso a la escuela**:

_____
Nombre del niño/a

Mi niño/a **no** es alérgico/a a ningún alimento. ☐

Mi niño/a **es** alérgico/a a ciertos alimentos. ☐

Por favor marque en la siguiente lista los alimentos a los cuales su niño/a es alergico/a:

naranjas	☐	popcorn	☐
cacahuetes (mani)	☐	leche	☐
tomates	☐	alfalfa	☐
frutas citricas (ácidas)	☐	pan de trigo	☐
bananas	☐	Otra clase de alimentos:	

_____
Firma del Padre/Tutor

_____
Fecha

Growing Up Healthy

PAGMAMASID SA "ALLERGY" SA PAGKAIN

IBALIK SA PAARALAN

Minimahal na mga Magulung:

Ang Mabuting Kalusugan ay ang paksa ng ating susunod na "Lumaking Malusog" unit. Bilang bahagi ng ating yunit, ang inyong anak ay dapat kumain ng sarisaring pagkain na pampalusog.

Nais naming malaman kung ang inyong anak ay may "allergy" sa ano mang pagkain na hindi niya dapat kainin.

Sagutin ang mga sumsusnod at **ibalik sa paaralan.**

_____
Pangalan Ng Bata

Ang anak ko ay **walang** "allergy" sa ano mang pagkain. ☐

Ang anak ko ay **mayroong** "allergy" sa pagakin. ☐

Kung ang bata ay may "allergy" lagyan ng tsek ang pagkaing hindi dapat.

Orange	☐	Popcorn (mais)	☐
Mani	☐	Gatas	☐
Kamatis	☐	Toge, munggo	☐
Sitrus na prutas	☐	Trigong tinapay	☐
Katulod ng dalandan Suha or kalamansi		_____ Iba pa	☐
Saging	☐	_____ Iba pa	☐

_____
Pangalan Ng Magulang

_____
Date

9187

Growing Up Healthy

APPENDIX C

Song: "Check-up"

CANCIÓN:
"EXAMEN MÉDICO"

83

"Check-Up"

Words by MALVINA REYNOLDS
Music by JANET SMITH

D D7
(1) Check-ups, check-ups,
G A7 D A7
Everybody needs a check-up now and then,
D D7
(2) Check-ups, check-ups,
G A7 D G D A7
Everybody needs a check-up now and then.

(Why don't you try that with me. Very slowly, OK, together ready—GO.)

D D7
(3) Check-ups, check-ups,
G A7 D
Everybody needs a check-up now and then.

(That was good do it again.) A7
D D7
(4) Check-up, check-up,
G A7 D G D A7
Everybody needs a check-up now and then.

(Very nice! Now, I'm going to tell you about some big kids, some little kids, lots of other people, and when we get to that part about the check-up again you sing with me. Will you? All right)

CHECK-UP (cont.)

(5) The big kids, little kids, women and the men,
Everybody needs a check-up now and then,

(6) You go to the doctor some bright sunny day,
You ask the doctor, "Hey Doc! Am I OK?"

(7) Well the doctor will check you from head to toe,
Nothing is wrong; it's nice to know.

(8) If something needs fixing, and the doctor can tell—
What to do, to make you well—

(And what is he going to do? That's right! He's going to—)

(9) Check-up, check-up,
Everybody needs a check-up now and then,

(You could do better than that—one more time.)

(10) Check-up, (good) check-up,
Everybody needs a check-up now and then.

(That was very good. Tell me—)

(11) Are your ears as good as they should be?
(Answer: Yes, yes, yes, yes)

(12) Do your eyes see everything they should see?
(Tell me: Yes, yes, yes, yes)

(13) Have you got the sneezes or a shakey knee?
(Well, no, no, no, no)

CHECK-UP (cont.)

G C G C
(14) Let's go with someone from the family.

G C G A
(Where are we going with someone from the family? Sure! Oh, oh—)

D D7
(15) Check-up, check-up, (You singing?)

G A7 D A7
Everybody needs a check-up now and then,

(Very good, last time)

D D7
(16) Check-up, check-up,

G A7 D G D
Everybody needs a check-up now and then.

EXAMEN MÉDICO

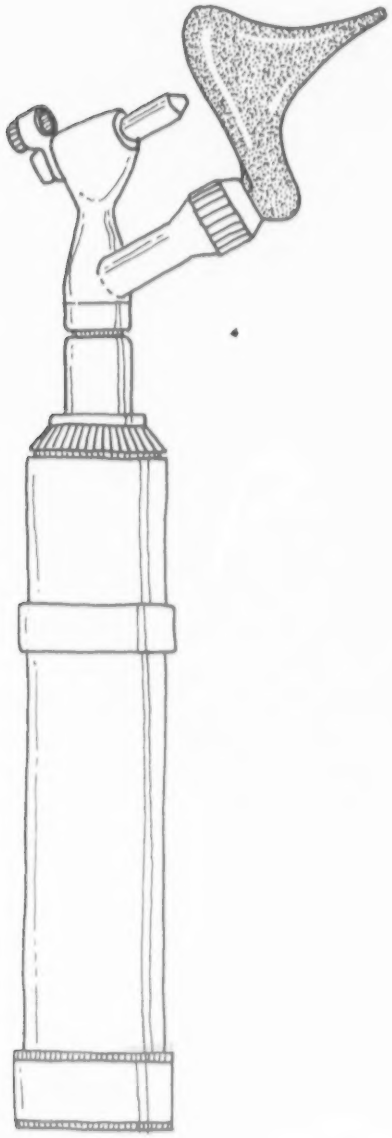
Letra: Malvina Reynolds
Traducción: Karen L. Nayfach

Cantado:	Examen médico
(El refran)	Lo necesitamos alguna vez
	Examen médico
	Lo necesitamos alguna vez
Hablado:	(Hola. Esta es la canción del examen médico. Y éste es el refrán. ¿Por qué no lo cantan con nosotros?)
Cantado:	(Se repite el refran)
Hablado:	(Muy bonito! Ahora vamos a cantarles una canción acerca de unos jóvenes, niños, y adultos también. Y cuando lieguemos al refrán, ¡Qué lo canten ustedes!)
Cantado:	Jóvenes, hombres, niños, y mujeres Necesitan un examen alguna vez Un día luminoso vas al doctor Le preguntas, Doctor, ¿estoy sano yo? El doctor te revisa de la frente al pie Si algo te pasa, el doctor te dirá Si also se necesita componer, el doctor sabrá que hacer
Hablado:	(Esto se llama . . .)
Cantado:	(Se repite el refrán)
Hablado:	(Ahora, ¿Qué hacemos? ¿Qué decimos? Pues el examen médico va así:)
Cantado:	¿Funcionan los oidos como deben ser?
Hablado:	(Como un canto vivo) (¿Me hablas a mi?)
Cantado:	¿O tus ojos ven todo lo que hay?
Hablado:	(Perfectamente bien!) (Soy ciego como un topo.)
Cantado:	¿Estornudas o te tiemblan los pies?
Hablado:	(Estoy sana como una manzana.) (Estornudo: - Ay, perdona.)
Cantado:	Vamos con alguien de la familia
Hablado:	(. . . para un . . .)
Cantado:	(Se repite el refrán)

Growing Up Healthy

APPENDIX D

Pictures, Lesson 1



OTOSCOPE

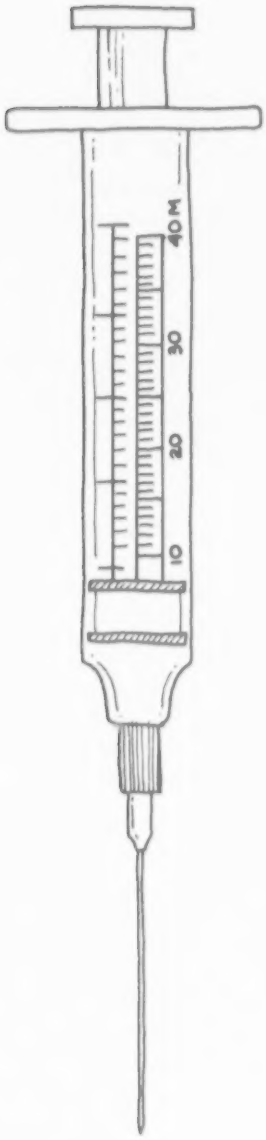
Dồ dụng soi tai

ISTETOSKOP SA PAGTINGIN SA MATA, ILONG AT LALAMUNAN

OTOSCOPIO

檢耳鏡

101



SYRINGE AND NEEDLE

Ống tiêm và kim chích

HIRINGGILYA AT KARAYOM

JERINGA Y AGUJA

針筒和針

TONGUE DEPRESSOR

Cây dũng để chận lưỡi

KASANGKAPAN SA PAGPAPALAPAD NG DILA

DEPRESOR DE LENGUA

壓舌板

THERMOMETER

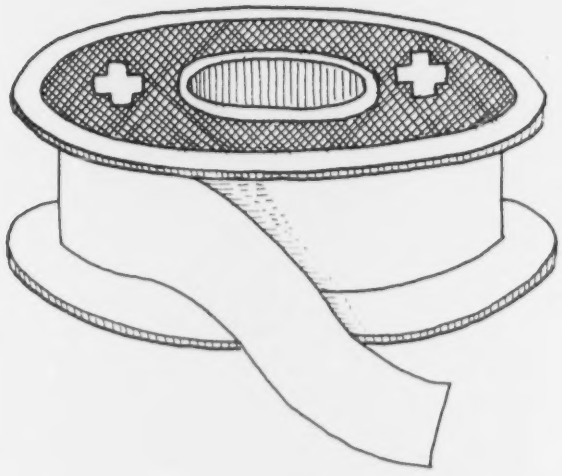
Nhiệt kê

TERMOMETRO

TERMOMETRO

體溫表

104



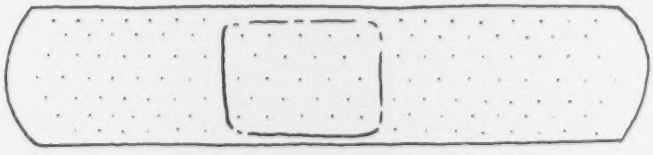
ADHESIVE TAPE

Băng dán

MADALING KUMAPIT NA PLASTER

VENDA ADHESIVO

膠帶



BANDAGE

Băng vải

BENDA

VENDA

繃帶

STETHOSCOPE

Ống chẩn bệnh

ISTETOSKOP

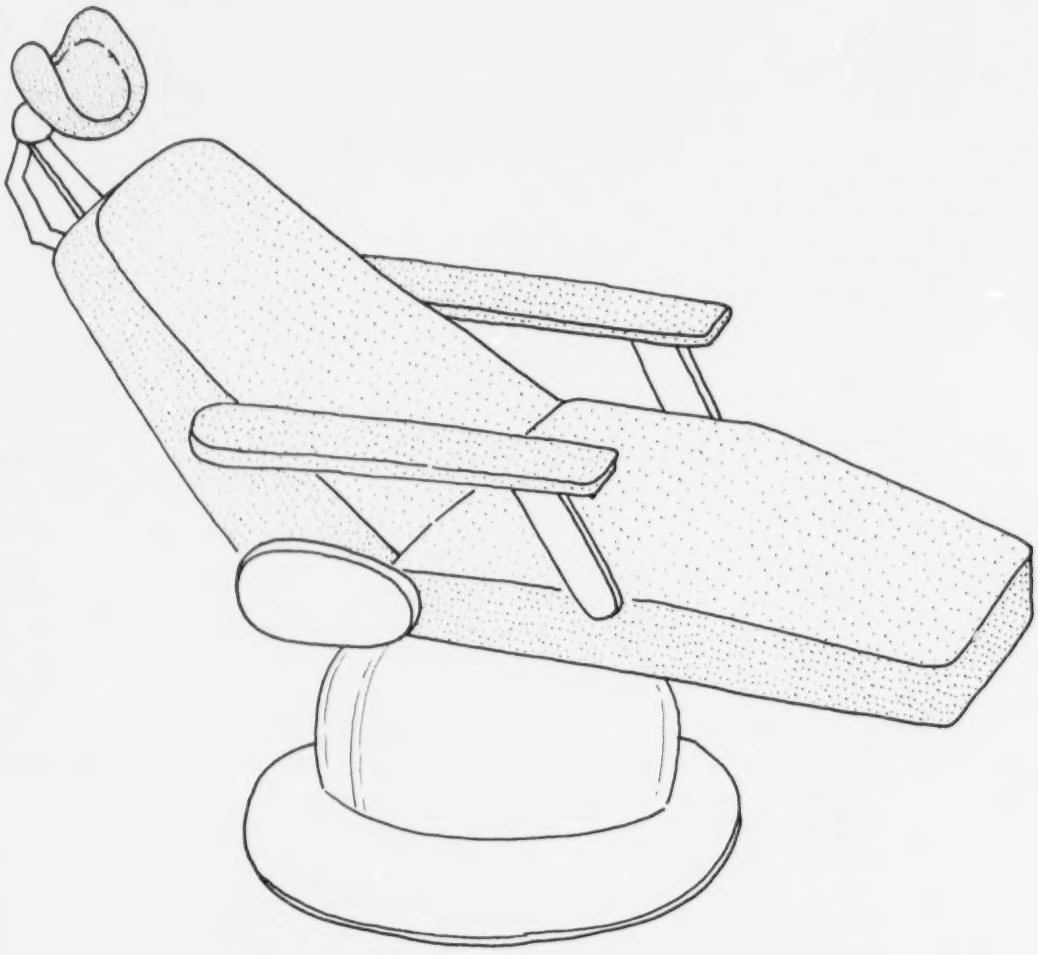
ESTETOSCOPIO

聽筒

Growing Up Healthy

APPENDIX E

Pictures, Lesson 3



CHAIR

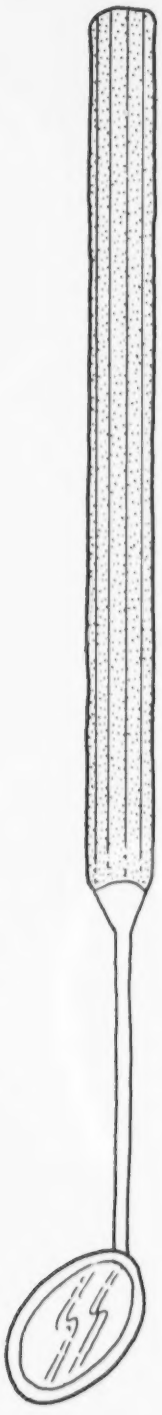
ghế ngồi trám răng

SILYA NG DENTISTA

SILLA DE DENTISTA

牙醫攪

109



MIRROR

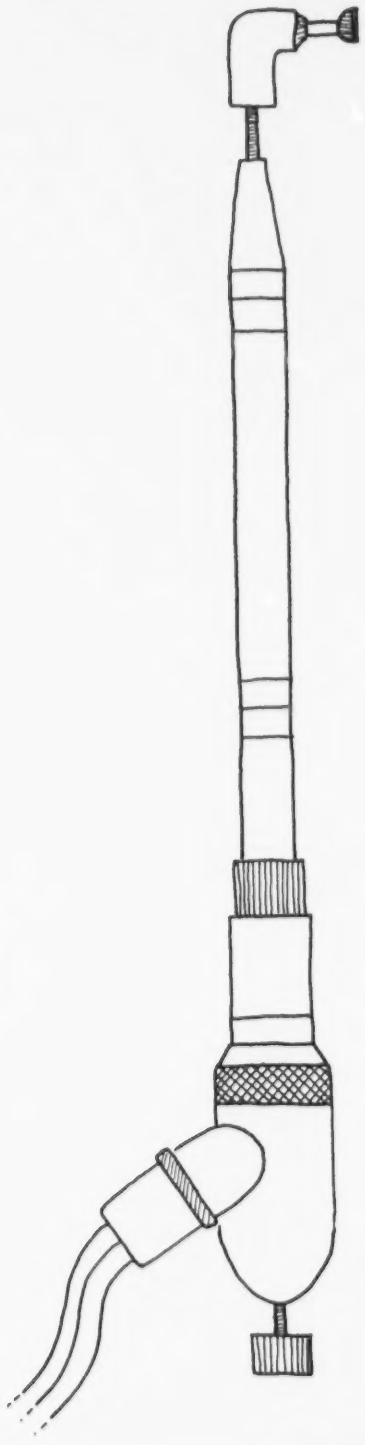
Kiếng

SALAMIN

ESPEJO

鏡子

110



DRILL AND BUFFER

TALADRO Y PULIDOR

Máy khoan rãng

牙鑽及磨針

BARENA AT KAGAMITAN SA PAGPAPAHINA NG LAKAS NG PUWERSA SA KONTAK

Growing Up Healthy

APPENDIX F

Resources Supplementary Materials

Resources Supplementary Materials

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
"Check-up" cassette	Pre-activity throughout all lessons	Shirley Holder Hazlett School Health Program California State Department of Education 721 Capitol Mall, 3rd Floor Sacramento, CA 95814	1 per school
Stethoscope	Pre-activity	Lakeshore Curriculum Materials Co. 1144 Montague Ave. San Leandro, CA 94577 (415) 483-9750 Code #LC93	1 per school $5.95 each
Index cards 4" × 6"	Pre-activity	Stationery store	1 per child 30¢ per class
Poster, "The Doctor" from *Health & Safety Highlights: Pictures and Songs for Young Children* by Elenore T. Pounds, Irma B. Fricke, and Julius B. Richmond (optional)	Activity	NOTE: Scott, Foresman Co. no longer sells this record and poster set. However, as this kit was widely distributed, it may be available through your school district or county office of education. If unavailable, substitute a picture of a child receiving a physical examination. Possible sources may include children's picture books, magazines, or other educational materials.	
Medical tools (optional)	Activity	Use stethoscope from pre-activity. Borrow blood pressure cuff, rubber mallet from physician. Purchase thermometer, cotton ball, tongue depressors, etc., from pharmacy.	1 set per school $2.00

Resources Supplementary Materials (cont.)

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
Plastic-backed Celsius Thermometer	Enrichment	Lakeshore Curriculum Materials Co. 1144 Montague Ave. San Leandro, CA 94577 (415) 483-9750 Code #ID 5556	1 per school 10 for $7.50
My Doctor by Harlow Rockwell, Macmillan Publishing Co., New York		Library Purchase from bookstore.	1 per school $9.95

I Hate to Take a Bath by Judy Barrett, Four Winds Press 50 West 44th St. New York, NY 10036	Pre-activity	Library Purchase from bookstore.	1 per school $6.95
Loofa	Activity	Grocery, drug or natural foods store	1 per school $1.00

Resources Supplementary Materials (cont.)

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
Health and Safety Highlights: Pictures and Songs for Young Children by Elenore T. Pounds, Irma B. Fricke, and Julius B. Richmond (optional)	Activity	NOTE: Scott, Foresman Co. no longer sells this record and poster set. However, as this kit was widely distributed, it may be available through your school district or county office of education. If unavailable, substitute a picture of a child washing his/her hands. Possible sources may include children's picture books, magazines, or other educational materials.	
Small Bar of Soap (½ oz. each)	Activity	Hotels Kenny Supply Co. 1351 North C Sacramento, CA 95814 (916) 442-4567	1 per child $47.35 per 1000 $1.50 per class
Fingernail Brush	Activity	Grocery or drug store	1 per school 50¢

Toothbrushes	Activity	Anchor Brush Co. P.O. Box 991 Aurora, IL 60507 (312) 896-5041	1 per child $26.64 per 144 (minimum order)
Toothbrushes (Junior #8)		POH Company P.O. Box 45623 Tulsa, Oklahoma 74145 (918) 622-9412	$40.00 per 144 or $12.00 per 36 (minimum order)

Resources Supplementary Materials (cont.)

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
Large Model Toothbrush & Set of Teeth (optional)	Activity	American Dental Assoc. 211 East Chicago Ave. Chicago, IL 60611	$3.50 (Toothbrush) $29.95 (Model of Teeth) or $19.95 (Model of Teeth–Upper Only)
Envelopes #10	Activity	Stationery store	1 per child 1¢ each 30¢ per class
My Dentist by Harlow Rockwell William Morrow & Co., 6 Henderson Drive West Caldwell, NJ	Enrichment Activity	Library Purchase from bookstore.	1 per school $9.95
Poster, "The Dentist" from *Health and Safety Highlights: Pictures and Songs for Young Children* (optional)	Activity	NOTE: Scott, Foresman Co. no longer sells this record and poster set. However, as this kit was widely distributed, it may be available through your school district or county office of education. If unavailable, substitute a picture of a child receiving a dental examination. Possible sources may include children's picture books, magazines, or other educational materials.	

Resources Supplementary Materials (cont.)

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
Oranges (Or alternate fruit for children allergic to oranges)	Activity	Grocery store	8 per class 80¢ per class
Poster, "Learning about Foods" from *Health and Safety Highlights: Pictures and Songs for Young Children* (optional)		NOTE: Scott, Foresman Co. no longer sells this record and poster set. However, as this kit was widely distributed, it may be available through your school district or county office of education. If unavailable, substitute a collage of pictures showing children eating fruits and vegetables. Possible sources may include children's picture books, magazines, or other educational materials.	

"I Stop, I Look, I Listen" from *Health and Safety Highlights: Pictures and Songs for Young Children* (optional)	Post-activity	NOTE: Scott, Foresman Co. no longer sells this record and poster set. However, as this kit was widely distributed, it may be available through your school district or county office of education. If record is unavailable, children may pantomime stopping, looking, and listening.	
Drop and Roll Poster	Activity	National Fire Protection Assoc. Batterymarch Park Quincy, MA 02269 ATTN: Publication Sales Department (617) 328-9230	1 per class $3.00 per 25

Resources Supplementary Materials (cont.)

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
Paper Cups	Activity	Grocery or drug store	1 per 6 children 10¢
Cotton Balls	Activity	Grocery or drug store	1 per child 50¢
8½" X 11" Mimeo Paper Golden Rod Color	Activity	Stationery store	1 per child $1.00

Study Print, "Sleep" from *Health and Safety Highlights: Pictures and Songs for Young Children* (optional)	Pre-activity	NOTE: Scott, Foresman Co. no longer sells this record and poster set. However, as this kit was widely distributed, it may be available through your school district or county office of education. If unavailable, substitute a picture of a child who is asleep. Possible sources may include children's picture books, magazines, or other educational materials.	
Parachute (10 foot)	Activity	California Surplus Sales 966 Mission San Francisco, CA 94103 (415) 861-1083	1 per school 5' to 28' $4.95 to $69.50

Resources Supplementary Materials (cont.)

ITEM	SECTION OF LESSON	SOURCE	COST/NUMBER
Paper or Styrofoam Cups	Enrichment	Grocery or drug store	2 per child 90¢ per class
String	Enrichment	Grocery or drug store	1 roll $1.00 per class
Toothpicks	Enrichment	Grocery or drug store	2 per child 30¢ per class

LESSON UNIT **9**

"Ducks Get Check-ups Too" (cassette and film-strip) English	Activity	Shirley Holder Hazlett School Health Program California State Department of Education 721 Capitol Mall, 3rd Floor Sacramento, CA 95814	1 per school
"Ducks Get Checkups Too" (cassette) Spanish (optional)	Activity	Shirley Holder Hazlett School Health Program California State Department of Education 721 Capitol Mall, 3rd Floor Sacramento, CA 95814	1 per school